Educational Funds—1938
General Education Board

WHEN THE G E B PASSES

ALARM EXPRESSED IN MANY Negro circles over the announced plan of the General Education Board to discontinue its work after making possible more than twenty-five millions of dollar to the cause of education in America, is amply justified. In recent years, hundreds of Negro men and women, and educational institutions for the training of Negro youths, in all parts of the nation, have benefitted to a great extent from funds made possible through this world famed organization. In fact, but for funds provided by the General Education Board, many privately-owned Negro colleges and universities would have found it necessary to close doors. Funds directed toward worthy young Negro men and women that enabled them to further their education in institutions of higher learning, both in America and Europe, further evidences the great service that the thirty-five year old organization rendered humanity.

Thoughtful observers who are interested in having the education of the Negro go forward uninterrupted, view a sudden halt of such aid as the General Education Board has provided as calamitous, especially coming as it is planned when the economic status of the world is at its lowest ebb.

The question uppermost in the minds of Negroes is—what can be done in the way of gaining support for Negroes and their institutions? True enough, state institutions provided through funds from the treasuries of the taxpayers are making great inroads on the educational set-up for Negroes as well as whites, but thus far, training in the professions and higher education has not been provided for the members of the minority racial group, and therein lies the most serious problem of the entire situation.

It now appears that the situation will eventually resolve itself into one where the Negro will be called on to work out his own salvation along the line of education. Whether the race members will unite in exercising their right of franchise whereby they may support men and measures favorable to providing adequate educational advantages as their taxes are paid, or, that contributions and financial support will be made possible from actual funds that come into the hands of the race members, are plans worthy of consideration as the serious problem arises.

Anyway, the Negro is confronted with the responsibility of providing in some way, for his own education, and he may as well begin to formulate plans to meet the situation; that is if further retrogrssion is to be avoided.

BRASS TACKS

By H. S. Murphy

Toward A Cooperative Educational Fund

The proposed death of the General Education Board merely presages the death of other financial aids upon which numbers of our educational workers have been accustomed to lean, if precedent means what is usually does to the American mind with respect to the Negro group.

The mere suggestion of cutting off Negro benefits from one source usually ends in the same from a multiplicity of sources, little fundamental thought being exercised in our favor frequently.

We are called on to face facts, and since these facts face the best educated among our group, since we can look only to the intelligent for evolutionary enterprise; snce those who hold positions in educational fields have had some economic advantage urned their way camparatively recently, since those of the teaching profession are more or less in the public's eye, we propose a Co-operative Fund for Advanced Study, organized by Negroes, all shares held by Negroes, manned by Negroes and, to cut operating expenses to a minimum except for a secretary's salary and office, to place all funds in the hands of a reputable financial institutions like the Citizens Trust Company, Atlanta.

Educational Funds-1938

General Education Board.

Grants $110,000 to Study Youth

WASHINGTON.

The General Education Board has appropriated $110,000 to finance a proposed study of personality among colored youth under the sponsorship of the American Youth Commission of the American Council on Education, it was announced last week.

The tests which will be given to persons in different social environments will determine the minority status upon the personality development of colored youth.

ROCKEFELLER GIFTS FREED OF CURBS

Restrictions Lifted on Sums Totaling $199,000,000 by Trustees of Two Funds

CHANGING TIMES ARE CITED

Report Calls It 'Wisdom' to Let Future Generations Deal With Own Problems

Existing gifts of $51,000,000, distributed to date by the Rockefeller Foundation, and $148,000,000 distributed by the General Education Board out of Rockefeller funds, were freed from previous restrictions by announcement of the trustees yesterday.

They explained the action as being taken in view of the impending liquidation of the General Education Board and uncertainty as to further opportunities for expenditure by the Rockefeller Foundation. Two other Rockefeller endowments, the Laura Spelman Rockefeller Memorial and the International Education Board, already have been merged or completely liquidated.

The trustees of these two remaining endowments declared yesterday it was their purpose to free previously distributed Rockefeller gifts for future use, in whole or in part, for "new purposes to be as reasonably related to the original purpose as may be found practicable, having regard to intervening changing conditions."

"These liberalizing provisions," the trustees said, "represent the belief that the wisdom of this generation cannot be substitute for the wisdom of the next in the solution of problems hidden from our eyes."

Each Recipient Notified

Under a resolution adopted by the board of trustees of the Rockefeller Foundation and of the General Education Board, each recipient of a past gift has been notified that it is now the desire of the boards that the principal and income shall be administered henceforth in accordance with the following provisions:

"1. Ten years after the date of the gift the income from it may be used in whole or in part for some purpose other than that for which the gift was made, such purpose to be as reasonably related to the original purpose as may bef ound practicable at the time, having regard to intervening changing conditions.

"2. Beginning five years after the date of the gift, 5 per cent of the principal of the fund may be used each year for any purpose for which income may then be used.

"3. After the expiration of twenty-five years, any part or the whole of the principal may be used for some other purpose, the new purpose—as in Point 1—to be as reasonably related to the original purpose as may be found practicable at the time, having regard to intervening changing conditions."

Principles Followed Out

The trustees pointed out in their announcement that this new policy comforms with the principles that guided John D. Rockefeller in the original establishment of these philanthropies.

"In the first place," the trustees declared, "he trusted the future. He did not thing that benevolence and wisdom were confined to his generation. He was not under the illusion that what seems important today will necessarily be important tomorrow. He did not believe in tying up foundations to rigid and unchangeable purposes.

"When the Rockefeller Foundation was incorporated, the sole purpose stated in its charter was 'to promote the well-being of mankind throughout the world.' It was characteristic of Mr. Rockefeller's developing point of view that in 1920 he wrote to the trustees of the General Education Board as follows:

" 'If in any gifts heretofore made to you by me there are any restrictions or limitations as to the specific purpose for which they are to be used, I hereby revoke such restrictions.'

"In the second place, Mr. Rockefeller did not believe that it was wise to attempt to maintain foundations in perpetuity. 'Perpetuiy is a pretty long time,' he remarked.

Great Influence Is Cited

"These ideas of Mr. Rockefeller's have had great influence in shaping the policies of the boards which he established. The temptation to visualize the future in terms of the present—to think of the needs and methods of today as having a sure claim to immortality—is one which confronts trustees as well as founders of philanthropic foundations.

"In endowing what they thought was of permanent importance, earlier generations made wrong guesses which embarrass us today. How can we assume that our guesses have any greater validity or are made with any clearer foresight?"

The trustees announced that a detailed review of the activities of he Rockefeller Foundation during 1937 would be made public soon by its president, Raymond B. Fosdick, showisg new appropriations during 1937 in excess of $9,500,000. Of this amount $2,400,000 was given to the medical sciences in 1937; $2,200,000 to public health, $2,000,000 to the social sciences, $1,100,000 to the natural sciences, $800,000 to the humanities and $400,000 to rural reconstruction in China.

The total expended by the four Rockefeller endowments since their foundation has been $645,000,000. In addition, the trustees said, the elder Rockefeller made individual contributions of approximately $84,000,000 for educational, religious and charitable purposes.

Great General Education Board Established By John D. Rockefeller to Liquidate

Forty Million Dollars Spent in Last Thirty-Five Years for Negro Uplift

Was Brain Child of Booker Washington

NEW YORK CITY.—(ANP)—It was learned here this week that the General Education Board, world-famed organization which in 35 years has given more than 255 millions of dollars for the education of American citizens, will bring its distinguished career of public service to a close when its present funds are exhausted and the organization will be liquidated. The Trustees have felt that, in the rapidly moving times through which we have lived since the war, it was more important to meet challenging opportunities in the development of fields like medical education for example, than it was to conserve principal funds for some indefinite future.

"There are no scales, of course by which the potentialities of the present can be weighed against those of the future. But the present is vividly here, with its needs and possibilities; the future is beyond reckoning and we of this generation must live in the faith that it will find means to provide for itself. This in brief is the point of view whcih has led the trustees to approach the coming liquidation of the General Education Board with the belief that it represent, as far as limited human intelligence can foresee, a socially desirable step."

Reaction of colored leaders to the board's announcement were varied, but all agreed that with the board's closing the cause of Negro education will lose a valued and potent ally. A prominent southern business man, connected in an official capacity with a southern college, in New York on a business trip, declared:

"I am surprised to learn that the General Education Board, which has been one of the most important influences in the educational life of the Negro, is to leave the field. Stemmed in a conference held in 1902 at Tuskegee institute with Booker T. Washington, Dr. Wallace Buttrick, George Foster Peabody, William H. Baldwin and others present, the board was destined to serve not only the Negro, for whom it was to some extent formed, but national and international projects.

"Of the 255 million dollars spent by the board in 35 years, only 40 million dollars was spent for Negro education per se, but all the money spent in the South helped to ameliorate the conditions surrounding Negroes, by liberalizing the education of whites. Much of it went for salaries of white executives in state departments, but only in that fashion could those departments be won over to a program of improving Negro educational facilities.

"The General Education Board has done a grand job—but it is one which is far from being finished. What great force can take its place? How far can Negroes help? How far will they actually help? Have Negroes in southern states been awakened enough so that they can unite, use their political strength, direct and indirect, and thus bring about greater equality of expenditures, equip-

ment and curricula in the educational institutions of the South?"

Established in 1902 by John Davison Rockefeller, the General Education Board was dedicated, in the words of its charter, to "the promotion of education within the United States without distinction to race, sex or creed." While Mr. Rockefeller's gifts to the board, extending from 1902 to 1921, constituted practically the entire principal fund, smaler gifts came from Miss Anna T. Jeanes, the estate of Laura Spelman Rockefeller and the estate of Lucy M. Spelman, as well as from other miscellaneous sources. The total amount received by the board in gifts and the accrediting thereof, exclusive from investments, was $179,754,751.44.

The total $255,334,670.57 spent in the 35 years ending 1937, was divided by the board as follows: Medical education, $89,000; higher education (college of liberal arts), $68,000,000; Negro education, $40,000,000; special educational programs, $53,000,000.

Educational Funds - 1938
General Education Board

General Education Board Has Been Thirty-Six Year Boon to Negro Education

Black Dispatch
10-15-38 Oklahoma City

Eight States Having Large Negro Populations Received Greatest Benefits

Stimulated Great Activity In Small Negro Schools

NEW YORK CITY.—(ANP)—Announcement, fort-night ago that with the expenditure of present funds in two or three years, the General Education Board will bring to a close its activity in America's educational circles, has disclosed the moral and financial support given Negro educational institutions since the Board was established in 1902.

Raymond B. Fosdick is the present head of the Board, whose charter dedicates it to 'the promotion of education within the United States without distinction of race, sex or creed." Albert R. Mann is director for Southern education, The General Education Board was established by the late John Davison Rockefeller at the urgent request of Tuskegee's Founder Booker T. Washington and other public-spirited citizens. Detailing the part played by the Board in furtherance of Negro education, a recent release announced that $40,000,000 had been appropriated for that cause, explained the Board's program thus:

"Cooperation with states and with selected insttiutions in plans for the development of more adequate facilities for the education of Negroes has been a part of the program of the General Education Board from its foundation.

"For a period of twenty-five years the General Education Board has assisted southern state departments of education to maintain divisions of Negro education. No other activity has received continuous support from the Board for so long a time. The persons in charge of this work in the states are known as 'state agents for Negro schools' and are regular employees of the state departments. In eight states having large Negro populations there are also assistants to the state agents, and five states have Negro supervisors as well." The agents have worked patiently and effectively for larger grants for Negro schools, better qualified teachers, the establishment of high schools for Negroes, and for other facilities enjoyed by white children in the schools. During the period covered by this report, grants were made to fourteen southern state departments of education for salaries and expenses of state agents, assistants, and supervisors. The total sum was $145,000.

"An appropriation of $7,175 for the in-service training of teachers in small Negro rural schools completed a five-year project in this field. The funds were used for the salaries of demonstration teachers in summer schools and for the production and teaching of courses of study designed to meet the needs of rural teachers. A gratifying result of this program is the interest it has stimulated in the small rural schools for Negroes, which serve so large a proportion of the South's Negro population.

Over 5 Million Earmarked for Schools Unspent

General Education Board Spent Most of White School Grants

Afro-American
10-22-38

NEW YORK. — Of $39,953,306.68 appropriated by the General Education Board for colored education and health between 1902 and 1937, there remains an unexpended balance of $5,755,428.99, according to the 1936-1937 annual report of the foundation.

For whites there was appropriated $207,559,730.28, and all has been spent except $9,867,739.49.

The board is in the process of liquidation, commitments have been reduced from $179,000,000 to $23,000,000. Of the balance $12,000,000 has been set aside for programs of Southern education, general education, and child welfare work.

Balance of $8,000,000

Contingencies and commtiments have been provided for with $7,300,000. There was a free balance of $8,700,000 as of December 31, 1937.

During the period from July 1, 1936, to December 31, 1937, forty-three white persons received fellowships, including twelve extensions, and sixty-three colored were given grants.

Rural sociology and agricultural economics led the white list of study grants with a total of thirteen, while social sciences, including education, led on the colored list.

The board's present activities for colored people on the secondary level are confined to support of State agents for colored schools in merging of private schools into the public systems, and improvement of rural teaching by training teachers in service and providing instruction materials.

Jeanes Fund Liquidated

Working in conjunction with the General Education Board, the Jeanes Fund, established in 1905 with $200,000 for colored rural education, has been liquidated in 1936 with appropriation of its $1,267.71 balance to Hampton Institute for improving rural schools in that vicinity.

The gift from Miss Anna T. Jeanes, Philadelphia Quaker, in 1936 and 1937 alone provided $40,000 toward the salaries of Jeanes industrial rural education supervisors in Alabama, Georgia, North Carolina, Texas, and Virginia.

These supervisors promote programs of home industries, sanitation, and school and community club work.

$746,000 to Clark

The General Education Board has appropriated $746,500 toward Clark University's program of moving its plant adjacent to Atlanta University, where five institutions for higher learning are grouped for common welfare.

Clark planned in 1936 to raise $1,250,000 for new buildings and endowment under the new program. When this project is completed, all colored colleges in Atlanta except Gammon Theological Seminary will be grouped in the co-operative center.

Fisk University, also, is trying to raise $1,500,000 to earn an equal sum from the board.

From July 1, 1936, to December 31, 1937, appropriations and grants were made as follows:

PUBLIC EDUCATION	
To State departments of education: for support of State agents for colored schools, assistants agents and colored supervisors	$145,000
In-service training for colored rural teachers in thirteen States	7,175
SUMMER SCHOOLS	
Atlanta University	3,500
Fisk University	3,000
Hampton Institute	1,720
Tuskegee Institute: For expenses of home economics teachers for special study	2,000
Summer school for rural teachers	500
Establishment of small rural demonstration school	1,000
S. C. State and the Penn School	15,200
Virginia State Dept. of Education	3,000
ANNA T. JEANES FUND	—
State Dept. of Education in Ala., Ga. and N.C. $10,000 each, and of Texas and Va., $5,000 each, for Jeanes supervising	40,000
Hampton Institute: for rural schools	1,267
HIGHER EDUCATION	
Clark University: Classroom building	246,500
Endowment	500,000
Atlanta University and affiliates, New heating plant	352,328
Clark U., Morehouse, Morris Brown	22,900
Atlanta School of Social Work	15,000
Fisk University	70,000
For improvements to the heating and power plant	163,500
Meharry Medical College	150,000
Hampton Institute: For a study of its program	2,500
For clinical teaching	10,000
Tuskegee Institute: For a study of rural housing	2,500
Bennett College	100,000
Virginia Union	100,000
S.C. State	40,000
Improvement of libraries and of laboratory facilities, Tuskegee Institute	50,000
Virginia State College: For books and equipment	50,000
Bennett College: For science equipment	30,000
Dillard University: For books and science equipment	17,500
LeMoyne College: For science and general equipment	6,000
Paine College: For science and home economics equipment	6,500
Voorhees Institute: For science and trade equipment	4,000
FELLOWSHIPS	
To teachers and administrators	94,782
SPECIAL PROJECTS	
State Dept. of Education, Ala., toward school building at Calhoun	5,000
Fisk University: To gather and edit literary materials	1,800
National Education Association: For a study of the economic status of rural teachers	1,500
University of Louisville: For repair flood damage	2,000
Texas Folklore Society: For collection of folk tales and music	1,080
Virginia State College: For training two persons in business management and accounting	1,080
Fisk University: For three graduate fellows in the Dept. of Social Sciences	1,500
New School for Social Research For collection of folk tales and music	500
Atlanta University: Toward a summer school of the theatre	500
National Association of Colored Graduate Nurses for regional conferences	500
Freedmen's Hospital: For a survey of its work	500
Fort Valley School: For a study of accounting system	350
For copies of Professor Lance G. E. Jones's book, "The Jeanes Teacher in the United States, 1908-1933"	480
For revision and distribution of bulletin, "Special Problems of Rural Home and Farm Life."	1,033
OTHER APPROPRIATIONS	
Chicago's Provident Hospital... For institutional accounting..	45,000
For miscellaneous items	6,593
	383

Educational Funds- 1938
General Education Board

General Educational Board Boon To Negro Education

Disclose Aid In Higher Education

NEW YORK CITY—(A N P)—Announcement, fortnight ago that with the expenditure of present funds in two or three years, the General Education Board will bring to a close its activity in American educational circles, has disclosed the moral and financial support given Negro educational institutions since the Board was established in 1902.

$40,000,000 AID

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"Cooperation with states and with selected institutions in plans for the development of more adequate facilities for the education of Negroes has been a part of the program of the General Education Board from its foundation.

25 YEARS OF SERVICE

"For a period of twenty-five years the General Education Board has assisted southern state departments of education to maintain divisions of Negro education. No other activity has received continuous support from the Board for so long a time. The persons in charge of this work in the states are known as state agents for Negro Schools and are regular employees of the state departments. In eight states having large Negro populations there are also assistants to the state agents, and five states have Negro supervisors as well." The agents have worked patiently and effectively for larger grants for Negro schools, better qualified teachers, the establishment of high schools for Negroes and for other facilities enjoyed by white children in the schools. During the period covered by this report, grants were made to fourteen southern state department of education for salaries and expenses of state agents, assistants and supervisers. The total sum was $145,000.

RURAL TEACHER-TRAINING

"An appropriation of $7,175 for the in-service training of teachers in small Negro rural schools completed a five-year project in this field. The funds were used for the salaries of demonstration teachers in summer schools and for the production and teaching of courses of study designed to meet the needs of rural teachers. A gratifying result of this program is the interest it has stimulated in the small rural schools for Negroes which serve so large a proportion of the South's Negro population.

General Education Board to Break Up

It was learned this week that the General Education Board, world-famed organization which in 35 years has given more than 255 millions of dollars for the education of American citizens, will bring its distinguished career of public service to a close when its present funds are exhausted.

A release from the office of Board President Raymond B. Fosdick, this week, explained:

"The life of the General Education Board is running to its close. It is probable that within a few years its funds will be completely exhausted and the organization will be liquidated.

"The Trustees have felt that, in the rapidly moving times through which we have lived since the war, it was more important to meet challenging opportunities in the development of fields like medical education for example, than it was to conserve principal funds for some indefinite future.

Reaction Varies

Reaction of colored leaders to the board's announcement were varied, but all agreed that with the board's closing the cause of Negro education will lose a valued and potent ally.

A prominent Southern business man, connected in an official capacity with a Southern college, in New York on a business trip, declared:

"I am surprised to learn that the General Education Board, which has been one of the most important influences in the educational life of the Negro, is to leave the field. Stemmed in a conference held in 1902 at Tuskegee institute with Booker T. Washington, Dr. Wallace Buttrick, George Foster Peabody, William H. Baldwin and others present, the board was destined to serve not only the Negro for whom it was to some extent formed, but national and international projects.

40 Million for Negroes

"Of the 255 million dollars spent by the board in 35 years, only 40 million dollars was spent for Negro education per se, but all the money spent in the South helped to ameliorate the conditions surrounding Negroes, by liberalizing the education of whites. Much of it went for salaries of white executives in state departments, but only in that fashion could those departments be won over to a program of improving Negro educational facilities.

"The General Education Board has done a grand job—but it is one which is far from being finished."

Established in 1902 by John Davison Rockefeller, the General Education Board was dedicated, in the words of its charter, to "the promotion of education within the United States without distinction of race, sex or creed."

The total of $255,334,670.57 spent in the 35 years ending 1937 was divided by the board as follows: medical education, $89,000,000; higher education (college of liberal arts), $68,000,000; Negro education, $40,000,000; special educational programs, $53,000,000.

"The Rockefeller General Education board nearly exhausted, has spent over a quarter of a billion over the whole world. More than $40,000,000 was spent on Negro Education," he said.

"The greatest benevolent board ever organized on the earth for the good and development of mankind has nearly spent its force" reports Raymond B. Fosdick, president of the Rockefeller General Education board.

"Only a little more than eight millions left in this huge foundation, which projected itself into every continent in the fields of higher education, medical education and industrial education. Many over-worked and under-paid Negro presidents have received from this generous board new inspiration, their colleges or schools new hope and outlook, indeed some of them new life.

"It is reported also that the funds of Rosenwald Board will soon be completely distributed. This board in proportion to its means did more for Negroes than any other board, save boards like those of Jeans and Slater which were organized solely for the purpose of helping Negro youth.

"Most private schools and universities have more or less depended upon appropriations or donations from some of the benevolent boards, whether for building programs or for endowment funds.

"Even before their work is finished the Negro race should rise up to call 'blessed' all these boards that have so sympathetically and materially helped the crossing of our literary and industrial Rubicon," Mr. Battle continued.

"Today we should sit down around the council table and take stock; for Negro private, educational institutions are in danger and! We must do some long range planning in consolidation of our schools as has been so wisely done at Atlanta and New Orleans. Along with this, our well-to-do Negroes must begin annually to write checks for thousands of dollars or be branded as downright traitors to their race and to the higher things of life."

CHURCH LEADER PAINTS PICTURE OF RACIAL LACK

Passing of Foundation is Dr. Battle's Subject

"Negro leaders would be wise to begin planning definitely for future support for our private colored schools, said Dr. Wallace A. Battle, field secretary for the American Church Institute, supported by the Episcopal church in an interview here Monday.

GENERAL EDUCATION BOARD

ANNOUNCEMENT BY Dr. Raymond B. Fosdick of the Rockefeller Foundation that the General Education Board will soon cease to exist as the principal funds of this organization are near exhaustion marks the end of an era of philanthropy unequalled in history. Since the founding of this organization in 1902 by the late John D. Rockefeller the General Education Board has expended a total of $255,334,670. The amounts contributed in various fields of education were as follows:

Medical Education	$89,000,000
Higher Education	68,000,000
Negro Education	40,000,000
Special Ed. Programs	53,000,000

It is the purpose of the trustees, says Dr. Fosdick, to use the remaining funds ($28,000,000) to continue their existing program in the Southern States, a program of child growth and development, and the support of research in relation to the problems presented in general education, i. e., the secondary school through the junior college level.

The liquidation of the General Education Board is another indication of the changing attitude on the part of the Rockefellers toward philanthropy since the death of the late Oil King. Perhaps it is due to the changing times, but there has been no large contributions to philanthropic enterprises by the present head of the Rockefeller family since the death of the founder of the fortune. And unfortunately for the Negro, John D. Rockefeller, jr., has shown less interest in the welfare of the Negro and other minority groups than his father.

For a while many people were perplexed by Mr. Rockefeller's decision to withdraw his capital from the enterprises he had started in Harlem, including the Dunbar Garden Apartments and the Dunbar National Bank but now it appears that this was part of a plan of retrenchment that has included the stoppage of contributions and the withdrawal of funds from many worthy causes.

The generosity of the late Mr. Rockefeller was a fine example to others of wealth and we had hoped that his son would continue in this direction. We hope that the present attitude won't have the effect of causing other foundations to curtail their activities in the same manner.

But whatever the future holds, we think the Negroes of the country, and especially in the South, owe a debt of gratitude to the General Education Board for raising the standards of education and making it possible for many of our people to secure professional training themselves, for which they would never have been able to pay. It will take years of unselfish service on the part of the individuals who benefitted from the program of the General Education Board to repay the investment which the late Mr. Rockefeller made in their lives.

Tallahassee, Fla. Tribune
October 6, 1938

EXAMPLE IN PHILANTHROPY

The general education board established by the Rockefellers in 1902 is approaching complete liquidation, says The Huntsville Times, and continues:

Not because of failure, but because of great success, and the original plan of its founders to make it serve a generation, without projecting itself too far into an unknown future.

In the years since its inception, the board has spent $255,334,674 to advance education. It has helped particularly medical education, colleges of liberal arts, negro education in the South and educational research.

Prior to 1920, income only was used. Since then, it has been the board's considered policy to spend principal as well.

It is expected that the last funds will be exhausted within a few more years, and the board will pass out of existence.

Negro education, general education in the secondary schools and junior colleges, and research in child growth and development, have been the special interests of the board in its last few years.

An important piece of work has been well done in the time for which it was planned. The educational foundations built by the general educational board will last when the builder is gone. Future generations may build on them according to future needs.

Huntsville, Ala., Times
October 4, 1938

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Education – 1938

Educational Funds.

General Education Board and Julius Rosenwald Fund.

Two Great Agencies Foresee End Of Activity

The General Education Board, which has spent more than any other single philanthropic institution in behalf of education since the turn of the century, will soon bring its activities to a close. Established by John D. Rockefeller in 1902, the G. E. B. has aided education throughout the nation. In the South its influence has been a big factor in the progress of education.

Since 1920 the agency has been spending both interest and principal from an original endowment of approximately $180,000,000 provided for it by the founder. In a statement explaining its policy and citing the fact that there remains a free balance of less than $9,000,000 to be expended, Dr. Raymond D. Fosdick, president of the board, concludes:

"The life of the General Education Board is therefore planning to its close. It is probable that within a few years its funds will be completely exhausted and the organization will be liquidated. . . . The trustees have felt that, in the rapidly moving times through which we have lived since the World War, it was more important to meet the challenging opportunities in the development of fields like medical education, for example, than it was to conserve principal funds for some indefinite purpose. There are no scales, of course, by which the potentialities of the present can be weighed against those of the future. But the present is vividly here with its needs and possibilities; the future is beyond reckoning, and we of this generation must live in the faith that it will find means to provide for itself. This, in brief, is the point of view which has led the trustees to approach the coming liquidation of the General Education Board with the belief that it represents, as far as limited human intelligence can foresee, a socially desirable step."

The Julius Rosenwald Fund, which has concentrated much of its activity in behalf of education and health in the South, has adopted a policy similar to that of the G. E. B. Its founder, the late Julius Rosenwald, of Chicago, stipulated in 1928 that the resources of the foundation should be expended within 25 years of his death. The great humanitarian feared "the dead hand of philanthropy" and wanted to protect his legacy to society against "beaurocratic boards which tend to become more and more conservative."

The public is familiar with the Rosenwald fund chiefly as the benefactor of a Southside school-building program which stimulated the erection of 5,357 schools at a total cost of about $28,000,000. Of this sum, slightly more than 15 per cent of the total was contributed directly by the foundation as a stimulus to private donation and public expenditures. Most of the schools built as a result of this program were for Negroes. The Rosenwald Fund and the G. E. B. have made possible much of the pioneering in the field of education in the South. Both have made liberal grants to colleges, and particularly to those colleges which have been leaders in the field of teacher-training. Other activities include grants for libraries, grants for special studies of economic and social problems, and grants to individuals to make it possible for them to do graduate study. Recently the Rosenwald Fund has been making possible studies of rural health and methods of providing health services to low-income families.

The logic behind the policy of spending to meet the glaring needs of the present in the conviction that society will be better prepared to meet the needs of the future is sound. Nevertheless, the nation as a whole and the South in particular will miss the guidance and help of these great agencies when they are liquidated. No definite date has been announced for the liquidation of either, but the funds of both are being expended rapidly. The stock market crash resulted in a sharp depreciation of the funds of both foundations, but neither attempted to reduce expenditures drastically during the depression, believing that to be a period when efforts should be redoubled.

Educational Funds-1938
Julius Rosenwald Fund.

ROSENWALD GROUP STUDIES SCHOOLS

Directors of Fund Go to Bulloch County.

Directors of the Julius Rosenwald Fund, under the leadership of K. R. Dixon, director of rural education for the fund, left Atlanta yesterday to visit the South Georgia Teachers' College at Statesboro and rural schools in the Bulloch county section.

The first stop was at Red Oak in Henry county, where an experimental project is being conducted. The Fort Valley Normal and Industrial school also was on the itinerary of the group. Members will return to Atlanta tomorrow, visit West Georgia College at Carrollton Friday, and return to Atlanta for the week-end.

The directors are Edwin R. Embree, of Chicago; Lessing Rosenwald, of Philadelphia; Edgar Stern, of New Orleans; Dr. Robert M. Hutchins, of Chicago; Dr. John J. Coss, of New York; Mrs. Alfred K. Stern, of New York; William Rosenwald, of New York; Dr. Charles H. Judd, of Chicago; Dr. Charles S. Johnson, of Nashville; Frank Sulzberger, of Chicago; Leonard Reiser, of Chicago, Dr. Howard Odum, of Chapel Hill, N. C., and W. W. Alexander, of Atlanta.

Savannah, Ga., News
February 13, 1938

JULIUS ROSENWALD SERVICES TONIGHT

Georgia State to Observe Annual Trade Day

Rev. J. O. J. Taylor, pastor of Grace Methodist Church, was the principal speaker at the vesper service on last Sunday evening. In his highly inspirational talk to the faculty and student body, he paid a glowing tribute to Dr. George Washington Carver, eminent negro scientist of Tuskegee Institute.

Dr. Sharp has very graciously consented to be the intrdouctory speaker for the first Sunday morning service to be held at the college on February 20. These services will be instituted as a definite part of the religious program of the college. On the third Sunday morning of each month some interesting and well-known speaker will address the faculty and student body. Music will be furnished by the mixed chorus and other groups. Sunday school is conducted at the college each Sunday morning at 9:30 o'colck.

Julius Rosenwald Fund Awards Fellowships to 18 Southerners

Leroy E. Loemker, Emory University Professor and Thomas A. Hart, West Georgia College Teacher, Among Those Honored in South.

CHICAGO, April 29.—(AP)—The Julius Rosenwald Fund announced today award of fellowships to 18 white Southerners, including two college presidents and one artist.

One of the college presents, Rufus C. Harris, who heads Tulane University, plans studies of university development in Europe, the announcement said. The other, George D. Humphrey of Mississippi State College, will study regional culture in Mississippi.

The artist is Charles E. Shannon, of Montgomery, Ala., 24 years old, who has won recognition for his interpretations of southern life. He plans creative work in the painting of southern types.

Individual amounts of the awards average around $1,600. They are restricted to those making their careers in the south.

Several awards this year were renewals. Only one of the new awards went to a woman—Miss Doris Porter, 29, associate state director of the Farm Security Administration, Jackson, Miss. She proposes to study methods of rehabilitation of displaced families in England and Denmark.

Two Georgians were among those receiving fellowships. There are:

Leroy E. Loemker, professor of philosophy, Emory University, Georgia: Research and creative writing in philosophy.

Thomas A. Hart, assistant professor of biology, West Georgia College: Studies in science with special emphasis on the teaching of biology in normal schools and teachers' colleges.

EMORY PROFESSOR WINS SCHOLARSHIP

Dr. Leroy E. Loemker, professor of philosophy at Emory University since 1929, has been awarded a Julius Rosenwald fellowship for research and creative writing in the field of philosophy, it was announced last night.

The professor, born in Wisconsin, holds three degrees, an A. B., an S. T. B. and a Ph. D. He received his bachelor of arts degree from the University of Dubuque, later taking his bachelor of sacred theology and his doctor of philosophy at Boston University.

Professor Loemker lives with his wife at 11 Haygood drive, N. E. They have three daughters, Katharine, Nancy and Elsa.

ROSENWALD PROJECT.

CARROLLTON, Ga., May 7.—The Rosenwald Fund, joint sponsor with the regents of the University System of Georgia, of a project in rural teacher training at West Georgia College, has announced a new appropriation of $35,000 to be used in a special project for experimental rural education at the college here.

THIRTF-FOUR LISTED FOR FELLOWSHIPS FROM BENEFACTOR

$85,000 To Finance Studies in Literature, Science, Art and Economics for 34 Negro Students.

CHICAGO (ANP) — Fellowship awards by the Julius Rosenwald Fund to 34 Negroes were announced this week by Edwin R. Embree, president of the Fund. Awards to White Southerners announced last week.

Approximately $85,000 has been devoted to fellowships this year, Mr. Embree said. The individual amounts range from a few hundred dollars upward and average around $1,5000. The awards to white fellows are restricted to those who are making their careers in the South, and who propose to work on problems with a distinct bearing upon that region. The awards to Negroes are not limited geographically or as regards fields of interest, and the fellows are permitted to work with the fullest freedom. Among the awards to Negroes the field of sociology claims seven, the largest number of fellows in one group. Biology, drama, economics, and history have three each, chemistry and language and literature two each, and there is one each in physics, political science, mathematics, music and creative writing.

Awards are made once a year by a committee consisting of Dr. Will W. Alexander, director of the Farm Security Administration, Dr. Charles S. Johnson, of Fisk University; Mr. Henry Allen Moe, secretary of the John Simeon Guggenheim Memorial Foundation; Mr. Edwin R. Embree, president of the Julius Rosenwald Fund; and Mr. Raymond Paty, director for Fellowships of the Fund.

There were 18 awards to white scholars and 34 to Negro students. Those receiving awards in the Negro group and the fields in which they will work, follow:

FRED W. ALSUP, head of the Science department, Morristown college, Morristown, Tenn.: zoological studies at the University of Pennsylvania.

FANNIN S. BEECHER, assistant professor of Enlish, director of dramatics, West Virginia State college: studies in drama at Yale university.

ARNA BONTEMPS, writer, Chicago, Illinois: creative writing.

BRAILSFORD R. BRAZEAL, dean of men, Morehouse college, Atlanta: studies in economics at Columbia university.

HORACE CAYTON, Chicago Illinois: continuation of studies in sociology and statistics at the University of Chicago. (Renewal).

SCHIEFFELIN CLAYTOR, Washington, D. C.; continuation of research in theoretical mathematics. (Renewal).

ANNE COOKE director of dramatics, Spelman college, Atlanta: studies in the drama and related arts at the Yale School of Fine Arts.

JOHN A. DAVIS, assistant professor of political science, Lincoln university, Pennsylvania: a study of the Negro in politics in New York, at Columbia university.

WILLIAM H. DEAN, instructor in economics, Atlanta university: continuation at Harvard university of an analysis of the location of economic activities. (Renewal).

E. HORACE FITCHETT, dean of Claflin college, South Carolina: a study of the traditions of the free Negro in Charleston, South Carolina, at the University of Chicago.

JOHN H. FRANKLIN, instructor in history, Fisk university: a study of the free Negro in the antebellum South, at Harvard university. (Renewal).

SHIRLEY GRAHAM, supervisor of the Negro Unit of the Chicago Federal Theatre: for studies in the theatre and music at the Yale

School of Fine Arts.

VIOLA GOIN, of New Haven, Conn.: studies in bacteriology at the University of Michigan.

LELIA GREEN of Canton, O.: studies in organic chemistry at Radcliff College.

DEWEY JONES of Chicago, Ill.: sociological studies in relation to the Hull House community, Chicago.

LEWIS W. JONES, research assistant in sociology at Fisk university: studies in socology and anthropology at Columbia university.

MELVIN D. KENNEDY, teacher, Atlanta University Laboratory School: studies in the history of the French slavery question, 1800-1850; at the University of Chicago and in France.

CLINTON E. KNOX, instructor in history, Morgan college, Maryland: studies in French history at Harvard university and in France. (Renewal).

E. A. LANIER, assistant professor of English, Fisk university: studies in American Literature at Harvard university.

JAMES R. LAWSON, St. Augustine's college, North Carolina: continuation of investigations in infra-red spectroscopy at the University of Michigan. (Renewal).

BIRTILL A. LLOYD, professor of physics, Philander Smith college, Arkansas: studies in physical chemistry at the University of Illinois.

JAMES LUVALLE, graduate assistant in chemistry, California Institute of Technology: studies in physical chemistry at California Institute of Technology.

BOOKER T. McGRAW, teacher of economics, Lincoln University, Missouri: continuation of studies in economics at Harvard university. (Renewal).

GUICHARD B. PARRIS, of New York City: studies in French history and literature, specifically the life of Henri Baptiste Gregoire, at Columbia university and the Sorbonne.

REED E. PEGGRAM, of Dorchester, Mass.: studies in comparative literature at Harvard university.

IRA DE A. REID, professor of sociology, Atlanta university: studies in race and population problems, at the London School of Economics.

RUTH M. SMITH, of Washington, D. C.: studies in anatomy and endocrinology at Western Reserve university.

FRANK M. SNOWDEN, instructor in the classics, Spelman college, Atlanta: studies in the classical languages, literature and archaeology, at Harvard university.

HOWARD SWANSON, Cleveland, Ohio: studies and creative work in musical composition, in Paris.

JOSEPH T. TAYLOR, East St. Louis, Illinois: studies at the University of Illinois in the field of criminology.

MYRON B. TOWNS, professor of chemistry, North Carolina Agricultural and Technical College: studies in electrochemistry at the University of Michigan.

HARRY J. WALKER, instructor in sociology, Fisk university: continuation of studies in sociology at the University of Chicago. (Renewal).

CHARLES E. WEIR, assistant in chemistry at Howard university: research in nuclear chemistry and wuantum mechanics at the California Institute of Technology. (Renewal).

STANTON L. WORMLEY, professor of German, Virginia State college: studies in comparative literature at Cornell university.

Name Rosenwald Fellowship Fund Director, Trustee

The appointment of George M Reynolds to be director of Fellowships for the Julius Rosenwald fund is announced by Edwin R Embree, president. Mr. Reynolds succeeds Raymond L. Paty who resigned to become president of Birmingham Southern college, of Birmingham. Mr. Reynolds, son of the president of Hendrix college, Ark., is a graduate of that college and holds the degree of doctor of philosophy in political science from Columbia university. Following several years teaching at Centenary college, La., Mr Reynolds has been with the United States Farm Security administration serving at present as state director for Mississippi.

Two Sets of Fellowships

The fund is spending $100,000 a year for two sets of fellowships one for Negroes and one for white southerners. Awards of fellowships, which average $1,500, are made once a year by a special committee on the basis of applications presented not later than Jan. 10 of each year.

The fund also announces the election of two new southerners to its board of trustees: Professor Howard W. Odum of the University of North Carolina, and Edgar B. Stern, former president of the Cotton Exchange of New Orleans.

Rosenwald Foundation Offers New Fellowships

CHICAGO, Oct. 19 (ANP)—The Committee on Fellowships for the Julius Rosenwald fund is again offering fellowships to worthy individuals for further study in their respective fields.

The fellowships are not restricted to any special subject or activity. While many of the candidates will probably contemplate advanced university work, the fellowships are open not only to scholars and scientists but to persons who may plan to go into the professions or the fine arts, or into agriculture, journalism or creative writing, education, business or public service.

Fellowships are open to men and women candidates between the ages of 22 and 35, but the committee considers very exceptional cases on their merits.

Candidates must have completed their general college course or their general professional course before making application, or give evidence of maturity and preparation which may be regarded as the equivalent of a general education of at least collegiate standard.

Distinctive Problems

Fellowships are offered to Negroes and to white Southerners who wish to work on some problem distinctive to the South and who expect to make their careers in the South.

Both types of fellowships are extended to provide opportunities for advanced study or special experience to individuals who have already given evidence of exceptional ability and who wish to prepare themselves further.

Because of the keen competition, it is not worthwhile for any candidate to make application unless he can show exceptional record of accomplishment and unless he has definite plans for further preparation for distinctive service.

The term of the fellowships are normally one year, and the amount of the award will be determined in each case on the basis of the expected expenses involved and of all other factors which enter into the given application, including the length of time proposed. The awards average $1,500 for a full year's work.

The Committee on Fellowships requires full information about the personal history of the candidates, their education, experience, and a definite statement of the proposed study or investigation. Applications for fellowships in the prescribed form must be submitted with all required materials before January 10, 1939. Blanks may be secured from George M. Reynolds, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis avenue, Chicago.

Rosenwald Fund Is Donor

Must Be Matched By School Friends Dollar for Dollar

Bishop William A. Fountain, presiding AME prelate of Georgia announced a $50,000 gift to Morris Brown college Thursday. The bishop, who is chairman of the college board of trustees, said the gift was made by the Julius Rosenwald Fund.

"It is one of the largest grants made to a colored institution this year, and the largest ever made to an African Methodist Episcopal school," the bishop declared.

MUST BE MATCHED

The donation, according to officials of the college, is intended as the start of a permanent endowment fund and is conditioned on being matched dollar for dollar by friends of the institution.

Morris Brown heretofore has received the largest portion of its funds for maintenance from members of the AME churches throughout the state of Georgia.

FOUNDATION GLAD TO HELP

In announcing the gift, President Embre of the Rosenwald Fund wrote a letter to Bishop Fountain, expressing the pleasure of the Foundation in being able to cooperate with the college by creating the endowment fund.

The Presiding Elders' Council and the board of trustees on being informed of the gift expressed appreciation to the Foundation.

ANXIOUS FOR ASSISTANCE

Bishop Fountain said the trustees are anxious that friends of the college "assist them in meeting to the fullest extent the conditions of this generous offer from the Rosenwald Fund."

Both Bishop Fountain and William A. Fountain, Jr., president of Morris Brown, considered the $50,000 grant a new step toward making the college a bigger and better school.

Educational Funds - 1938
Julius Rosenwald Fund.

Rosenwald Offering Fellowships

CHICAGO —(ANP)— The Committee on Fellowships for the Julius Rosenwald fund is again offering fellowships to worthy individuals for further study in their respective fields. The fellowships are not restricted to any special subject or activity.

While many of the candidates will probably contemplate advanced university work, the fellowships are open not only to scholars and scientists but to persons who may play to go into the professions or the fine arts, or into agriculture, journalism or creative writing, education, business or public service.

OPEN TO MEN AND WOMEN

Fellowships are open to men and women candidates between the ages of 22 and 35, but the committee considers very exceptional cases on their merits.

Candidates must have completed their general college course or their general professional course before making application, or give evidence of maturity and preparation which may be regarded as the equivalent of a general eduction of at least collegiate standard.

Fellowships are offered for Negroes and to white Southerners who wish to work on some problem distinctive to the South and who expect to make their careers in the South. Both types of fellowships are intended to provide opportunities for advanced study or special experience to individuals who have already given evidence of exceptional ability and who wish to prepare themselves further.

MUST HAVE GOOD RECORD

Because of the keen competition, it is not worthwhile for any candidate to make application unless he has definite plans for further preparation for distinctive service.

The term of the fellowships is normally one year, and the amount of the award will be determined in each case on the basis of the expected expenses involved and of all other factors which enter into the given application, including the length of time proposed. The awards average $1,500 for a full year's work.

MUST HAVE FULL HISTORY

The Committee on Fellowships requires full information about the personal history of the candidates, their education, experience, and a definite statement of the proposed study or investigation.

Applications for fellowships in the prescribed form must be submitted with all required materials before January 10, 1939. Blanks may be secured from George M. Reynolds, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago.

ROSENWALD FUND THRU BUILDING SCHOOLS

Will Increase Appropriations for Negro Universities, Fellowships and for General Health Improvement.

NEW YORK CITY, Dec. 8 —The $20,000,000 endowment of the Julius Rosenwald Fund will be consumed within a decade it was revealed today in the biennial report of Edwin R. Embree, president of the fund. The fund will probably be liquidated within ten years at the present rate of expenditures.

The fund has three chief programs. One is the improvement of rural education in the South, mainly by building up a few good Teachers' Colleges. The fund is contributing to two State Colleges in Georgia, to a State Normal School of Negroes in Louisiana and to Tuskegee Institute, private College for Negroes in Alabama.

It is also providing fellowships averaging $1,500 for Negroes and white southerners. These fellowships are awarded by a special committee on the basis of applications received before June 10 of each year.

Under the third program special contributions are made to Negro universities and to improve Negro health.

To concentrate on its present work the fund has concluded most of its other programs. It will no longer make any contributions to build and maintain Negro schoolhouses. However, to partially offset the loss of Negro school facilities, particularly in the South, the fund for the next few years will increase its appropriations towards some Negro universities, Negro fellowships and for the general improvement of Negro health.

$300,000 Spent On RaceHealth

Rosenwald Fund Makes Report On Its Work

CHICAGO—(ANP)—The Julius Rosenwald Fund, established in 1917 by the great philanthropist and founder of Sears, Roebuck and Co., has spent $3,0000 the past two years for betterment of health conditions among Negroes.

President of the fund Edwin R. Embree, in his biennial report ending June, 1938, points out that the Fund's activities in Negro Health centers in three major programs: 1—Development of three institutions (Provident Hospital, Chicago; Andrew Memorial Hospital, Tuskegee, Ala., and Flint-Goodridge Hospital, New Orleans) as demonstrations of high standards of service to patients and as training centers for Negro physicians, nurses and administrators. 2—The development of personnel. 3—The influencing of public opinion, both colored and white, so that the health needs of Negroes will be appreciated and more adequately met. Concerning the three hospitals mentioned, the Embree report states:

"Provident Hospital, Chicago has built up a fine Negro medical staff and offers post-graduate instruction and experience to physicians and health workers generally. A plan for cooperation between white medical schools and consultants and the Negro staff of the hospital has been worked out in the development of the teaching program of this education.

"Flint-Goodridge Hospital Dillard University is one of the chief exponents of the Provident plan in a large Southern city. It provided facilities for the professional development of Negro doctors and for the spread of health education through New Orleans.... The out-patient department has grown steadily and the quality of its work has constantly improved. Community health has been one of the successful functions of this hospital.

"Development of the Andrew Memorial Hospital on the campus of Tuskegee Institute and of health services to the 23,000 Negroes in the surrounding county has been a cooperative venture worked out with Tuskegee Institute, the U. S. Public Health Service, The Federal Children's Bureau, the Alabama State Department of Health, the East Alabama Health District and the Macon County Department of Health.

".... Since it was found that only about 20 of the approximately 700 annual Negro births in the county receive professional attention other than that of midwives in the homes, consideration is now being given to a program of maternal and infant welfare in this area."

NEW YORK N Y TIMES
MONDAY DEC. 5 1938

ROSENWALD FUND SPEEDS ITS WORK

$20,000,000 to Be All Used Well Within Limit of 25 Years Set by Founder

AID NOW SOLELY IN SOUTH

Better Rural Education Chief Aim—Teachers Colleges of Nation Held 'Poor in Brains'

Special to THE NEW YORK TIMES.

CHICAGO, Dec. 4.—With the expenditure of more than $1,500,000 for philanthropic programs, chiefly educational, in the past two years three-fourths of the Julius Rosenwald Fund's endowment of $20,000,000 has been disbursed and at the present rate of expenditure the endowment will be consumed within a decade, it was revealed today in the biennial report of Edwin R. Embree, president of the fund.

The fund has three chief programs. One is the improvement of rural education in the South, mainly by building up a few good teachers' colleges. The fund is contributing to two State colleges for white teachers and one State college for Negro teachers in Georgia, to a State Normal School for Negroes in Louisiana, and to Tuskegee Institute, private college for Negroes in Alabama. It is also providing fellowships averaging $1,500, for Negroes and white Southerners. These fellowships are awarded by a special committee on the basis of applications received before Jan. 10 of each year. Under the third program special contributions are made to Negro universities and to improve Negro health.

The report criticizes the methods and facilities in the United States for educating teachers.

View of Teachers Colleges

"Teachers colleges, it must sadly be admitted, are poor in the brains and distinction of their faculties and in the abilities of their students," the report declares. "With a few brilliant exceptions the distinguished scholars and teachers of America are found everywhere but in the department of education. Yet, in such a democracy as America teaching is the most important of all professions."

The report asserts that teachers colleges are poor in money and that the sums which go into them are pitiful compared with the millions supplied to many other professional departments in the field of higher education.

"The rebuilding of the teachers college will require the best brains of the nation," the report proceeds. "Without presuming to describe the perfect teachers college of the future, five essential features may be outlined.

"(1) Rigorous selection of students.

"(2) Sound general education as the base on which to build the professional studies.

"(3) Understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of teaching, the social structure of which the school is a part.

"(4) A wisely planned interplay of theory and practice, learning and experience.

"(5) Continued study and experiment to increase knowledge and understanding in the field."

The report showed that the fund paid out $691,763 in 1936-37 and $866,563 in 1937-38. The present capital of the fund is $5,000,000. The merchant-philanthropist, Julius Rosenwald, stipulated that the entire fund be expended within twenty-five years of his death, that is, by January, 1957. At the present rate the fund will be consumed ten years earlier than that.

To concentrate on its present work, the fund has concluded its other programs. It is no longer helping to build Negro school houses, and it has completed its work in library extension and the distribution of medical services. To special committees under Dr. Michael M. Davis and Dr. Rufus C. Rorem, the fund has turned over $165,000 to continue the work in medical economics which the fund carried under its own auspices during the past ten years.

Cordele, Ga. Dispatch
December 5, 1938

3-4 OF ROSENWALD FUND NOW EXPENDED

With the expenditure of over $1,500,000 for philanthropic programs, chiefly educational, in the past two years, three-fourths of the Julius Rosenwald Fund's original endowment of $20,000,000 has now been disbursed, and at the present rate the endowment will be consumed within a decade, it is revealed in the biennial report just issued by Edwin R. Embree, president of the Fund.

The chief programs of the Fund are (1) the improvement of rural education in the South, chiefly by building up a few good teachers colleges. The Fund is contributing to two state colleges for white teachers and one state college for negro teachers in Georgia, to a State Normal School for negroes in Louisiana, and to Tuskegee Institute, a private college for negroes in Alabama. (2) Fellowships, averaging $1,500, which are available (a) to negroes and (b) to white Southerners, awarded by a special committee on the basis of applications received before January 10 of each year. (3) Special contributions to negro universities and to negro health.

ROSENWALD FUND HAS SPENT $300,000 ON IMPROVING HEALTH

CHICAGO, Dec. 29—(ANP)—The Julius Rosenwald Fund, established in 1917 by the great philanthropist and founder of Sears, Roebuck & Co., has spent $300,000 the past two years for betterment of health conditions among Negroes.

President of the fund, Edwin R. Embree, in his biennial report ending June, 1938, points out that the fund's activities in Negro health now center in three major programs: 1—Development of three institutions (Provident Hospital, Chicago; Andrew Memorial Hospital, Tuskegee, Ala., and Flint-Goodridge Hospital, New Orleans) as demonstrations of high standards of service to patients and as training centers for Negro physicians, nurses and administrators; 2—the development of personnel; 3—The influencing of public opinion, both colored and white, so that the health needs of Negroes will be appreciated and more adequately met. Concerning the three hospitals mentioned, the Embree report states:

"Provident Hospital, Chicago, has built up a fine Negro medical staff and offers post-graduate instruction and experience to physicians and health workers generally. A plan for cooperation between white medical schools and consultants and the Negro staff of the hospital has been worked out in the development of the teaching program of this education.

"Flint-Goodridge Hospital of Dillard University is one of the chief exponents of the Provident plan in a large southern city. It provided facilities for the professional development of Negro doctors and for the spread of health education throughout New Orleans. . . The out-patient department has grown steadily and the quality of its work has constantly improved. Community health has been one of the successful functions of this hospital.

"Development of the Andrew Memorial Hospital on the campus of Tuskegee Institute and of health services to the 23,000 Negroes in the surrounding county has been a cooperative venture worked out with Tuskegee Institute, the U. S. Public Health Service, the Federal Children's Bureau, the Alabama State Department of Health, the East Alabama Health District and the Macon County Department of Health. . . Since it was found that only about 20 of the approximately 700 annual Negro births in the county receive professional attention other than that of midwives in the homes, consideration is now being given to a program of maternal and infant welfare in this area."

Asheville [illegible] College
December 22, 1938

THE ROSENWALD FUND

The era of the development of great fortunes is now past in America, economists tell us. Modern taxation, legislative curbs and various manifestations of public opinion have worked against the accumulation of large-scale wealth.

However, just as tremendous fortunes were the most spectacular economic event of the last century, so the endowment of foundations dedicated to social service (and deriving in most cases from these same fortunes) has been a development particular to the present century.

Health, education, training for regional leadership—all these activities have become the specal province of national foundations. Perhaps for the reason that these problems are amplified in the cultural patterns of Southern life, much of the foundation enterprise in the United States finds fullest expression in the South. The Carnegie Corporation, Howard W. Odum estimates, has spent more than half of its funds in this region. The Rockefeller groups have spent more than $100,000,000. Likewise, the Julius Rosenwald Fund has devoted huge sums to education and to the betterment of race relations.

Activities of this latter organization are pertinently recalled by the Rosenwald Fund's review of activities for the years 1936-1938. Its purpose, as the Fund's booklet states, is the selection of a few definite and limited programs through which contributions can be made for: "the improvement of rural education; development of leadership among Negroes and among white Southerners through fellowships and the promotion of facilities for Negroes in advanced education and health."

The Rosenwald Fund's benefices are not on a scale with several other large foundations, for the reason, perhaps, that it endeavors to work patiently at the root of regional educational problems, which root it conceives quite properly to be the training of teachers. Working through already established centers for instruction, such as Statesboro and Carrollton colleges (for whites) in Georgia, the Negro Normal School at Grambling, Louisiana, and Tuskegee Institute in Alabama, the Fund endeavors to help colleges "[illegible]" efforts to become well rounded institutions for the education of teachers and in their special efforts to prepare teachers for the rural South."

There is, of course, a great field for this work. The Fund's bulletin points out the amazing disparity in expenditure of funds for teacher education, general in the United States, as compared with training for other professions. Medicine is an example. The George Peabody College for Teachers, "the greatest single influence in the education of teachers throughout the whole Southern region," it recalls, "has an endowment of five million dollars, only about a third of the endowment of the Vanderbilt Medical School across the street." Yet, "Peabody last year enrolled a total of 2,700 students . . . while Vanderbilt taught but 200 students."

In this program private philanthropy is showing the way to state-supported education. Teachers colleges truly "have been the step-children of higher education." And as the Rosenwald Fund, with long experience in the field, suggests, "since the teaching profession is so important, the best intelligence of the nation should go into its preparation and no sums should be too great for the support of its education."

EDUCATIONAL FUNDS- 1938
JULIUS ROSENWALD FUND

SHREVEPORT, LA., JOURNAL
DEC. 16. 1938 D20

Rosenwald fund Report Is Made

Total of $1,500,000 Expended During Last Biennium for Philanthropies

Chicago, Ill.—With the expenditure of over $1,500,000 for philanthropic programs, chiefly educational, in the past two years, three-fourths of the Julius Rosenwald fund's original endowment of $20,000,000 has now been disbursed, and at the present rate the endowment will be consumed within a decade, it is revealed in the biennial report just issued by Edwin R. Embree, president of the fund.

The chief programs of the fund are (1) the improvement of rural education in the South, chiefly by building up a few good teachers colleges. The fund is contributing to two state colleges for white teachers and one state college for negro teachers in Georgia, to a State Normal school for negroes in Louisiana, and to Tuskegee Institute, a private college for negroes in Alabama. (2) Fellowships, averaging $1,500, which are available (a) to negroes and (b) to white Southerners, awarded by a special committee on the basis of applications received before Jan. 10 of each year. (3) Special contributions to negro universities and to negro health.

The biennial report criticizes at length the methods and facilities in the United States for educating teachers.

"Teachers' colleges, it must sadly be admitted, are poor in the brains and distinction of their faculties and in the abilities of their students," the report reads. "With a few brilliant exceptions the distinguished scholars and teachers of America are found everywhere but in the department of education . . . Yet, in such a democracy as America, teaching is the most important of all professions."

The report asserts that teachers' colleges are poor in money, and that the sums that go into them are pitiful compared with the millions so generously supplied to many other professional departments in the fields of higher education.

"The rebuilding of the teachers college will require the best brains of the nation," the report reads. "Without presuming to describe the perfect teachers' college of the future, five essential features may be outlined.

1. Rigorous selection of students.
2. Sound general education as the base on which to build the professional studies.
3. Understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of teaching, the social structure of which the school is a part.
4. A wisely planned interplay of theory and practice, learning and experience.
5. Continued study and experiment to increase knowledge and understanding in the field . . .

"During recent decades we have been engaged in a mad race simply to turn out enough teachers of any sort to meet the dmands of mounting school enrollments which, during the first three decades of this century, increased by half a million pupils a year. The crest of the enrollment wave has now ben reached. With a drop in the birth rate and the approach of a nearly stable population, the enrollment in the earlier grades in the United States has already be gun to fall. While attendance in the higher branches will probably grow for a number of years, the elementary school has passed its peak. Instead of pouring out an ever-increasing stream of new instructors, the problem now is solely to improve quality. Teachers' colleges are therefore justified in ruthlessly rejecting unqualified candidates . . ."

President Embree's report showed the fund paid out $691,763 in the year 1936-37 and $866,563 during 1937-39. The present capital of the fund is reported as $5,000,000. The late merchant-philantropist, Julius Rosenwald, stipulated that the entire fund must be expended within 25 years of his death, that is, by January, 1957. At the present rate the fund will be consumed 10 years earlier than the limit set by its founder, Mr. Embree said.

In order to concentrate on its present work, the fund has concluded its other programs. It is no longer helping to build negro school houses, and it has completed its work in library extension and the distribution of medical services. To special committees under Dr. Michael M. Davis and Dr. Rufus C. Rorem, the fund has turned over a total of $165,000 to continue the work in medical economics which the fund had carried under its own auspices during the past 10 years.

In commenting on rural teachers in the South, the region in which the fund has carried on its principal work, and will continue to do so, the report states, "Not all educators recognize the regional aspect of education. In the natural desire to simplify and standardize all processes, a few teachers will insist that education is a fixed schedule of studies applicable the world over . . .

". . . a number of institutions in the South are becoming alert to the special needs of that region and are striving to find ways of building education on Southern experience with a view to Southern development. The South is chiefly rural; the great preponderance of its schools are in country districts with only one, two, or three teachers. In the 13 states commonly classed as the old South, 73.5 per cent of all public school teachers are in rural areas (that is in the open country or in towns of less than 2,500 inhabitants). Of the South's eight and a half million pupils over six million, or 72 per cent, are rural children. It is evident, then, that the main problems of Southern education are rural and that the job of the school is to build upon the knowledge and the experience of rural children.

"The rural school does not need to give an education fitted only to continued life in the country. A number of these children will move to cities, many of them to other regions. Of course the great majority will continue to live in the rural South and the school therefore should point its work chiefly to enrichment of life right in the country . . .

"In an era which has overstressed everything, industrial and urban, we have neglected the natural educational facilities which the countryside possesses and the satisfactions which country life may offer. But today many institutions in the South are turning from a standard schooling based on urban experiences to an education planned to develop its own children on the basis of their own heritage . . .

"The preparation of the rural teacher should take into account the peculiar problems he is to face. His education should include studies in rural life and intensive experience with country children under rural conditions, and some acquaintance with agriculture, handcrafts, and health. It is not expected that rural teachers become farmers, or captenters, or nurses. But, for survival under rural conditions and for influence on rural communities as well as for giving any meaning to the teaching of rural children, they must have general acquaintance with all these fields. They must have some skill in the occupations that make up country living and some ingenuity in creating a decent life and a stimulating school from the simple materials of the countryside."

VICKSBURG, MISS. POST
DEC. 6, 1938 D12

Educational Matters

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"Teachers colleges, it must sadly be admitted, are poor in the brains and distinction of their faculties and in the abilities of their students," the report reads. "With a few brilliant exceptions the distinguished scholars and teachers of America are found everywhere but in the department of education. . . . Yet, in such a democracy as America, teaching is the most important of all professions."

The report asserts that teachers colleges are poor in money, and that the sums that go into them are pitiful compared with the millions so generously supplied to many other professional departments in the fields of higher education.

"The rebuilding of the teachers college will require the best brains of the nation," the report reads. "Without presuming to describe the perfect teachers college of the future, five essential features may be outlined.

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(3) Understanding of the arts and sciences underlying the profession: psychology, child growth, and development, techniques of teaching, the social structure of which the school is a part.

(4) A wisely planned interplay of theory and practice, learning and experience.

(5) Continued study and experiment to increase knowledge and understanding in the field.

Mobile, Ala. Press
December 28, 1938

Notes on Southern Education

The Julius Rosenwald Fund biennial review by Edwin R. Embree, president of the fund, contains some comments upon rural education in the South of which Southern educators might take note with profit.

Not all educators recognize the regional aspect of education, but a number of institutions in the South, revolting against a blind application of a fixed curriculum, are "becoming alert to the special needs of that region and are striving to find ways of building education on Southern experience with a view to Southern development," Embree writes.

"The South is chiefly rural," he continues. "The great preponderance of its schools are in country districts with only one, two or three teachers. In the 13 states commony classed as the Old South, 73.5 per cent of all public school teachers are in rural areas (that is in the open country or in towns of less than 2,500 inhabitants). Of the South's eight and a half million pupils, over six million, or 72 per cent, are rural children. It is evident, then, that the main problems of Southern education are rural and that the job of the school is to build upon the knowledge and the experience of rural children.

"The rural school does not need to give an education fitted only to continued life in the country. A number of these children will move to cities, many of them to other regions. Of course, the great majority will continue to live in the rural South, and the school, therefore, should point its work chiefly to enrichment of life right in the country. The draining of the best talent from the rural South to cities and to the North will cease to some extent as schools shift their emphasis from glorification of mechanical and financial success to the satisfactions to be had from really human life. But the essential problem is not where the children will go, but whence they come. If the school is to be a means of development, it must build on what the childd already has. It must fit its teaching to the personalities and experiences of the particular set of children it touches. The rural school must build on rural children with rural experiences.

"In an era which has overstressed everything industrial and urban, we have neglected the natural educational facilities which the countryside possesses and the satisfactions which country life may offer. But today many institutions in the South are turning from a standard schooling, based on urban experiences, to an education planned to develop its own children on the basis of their own heritage."

If the purpose of education is to promote contentment and happiness and to enable one to live a full life in his surroundings, the Southern institutions, which are modifying their curricula to the needs of future rural residents of the South, are admirably performing their function. Any other system which tends to breed discontent and unrest fails to lay a proper foundation for good citizenship. The Rosenwald Fund, which devotes itself to education and the betterment of race relations, does the South distinct service when it points out the fundamental requirements of education in this section should be governed by regional aspects, to which standardized, universal methods should not be applied.

Rosenwald Fund Spends $300,000.00 On Negro Health

CHICAGO, Ill.—(ANP)—The Julius Rosenwald Fund, established in 1917 by the great philanthropist and founder of Sears, Roebuck and Co., has spent $300,000 the past two years for betterment of health conditions among Negroes.

President of the Fund Edwin R. Embree, in his biennial report ending June, 1938, points out that the Fund's activities in Negro health centers in three major programs:

1. Development of three institutions (Provident Hospital, Chicago; Andrew Memorial Hospital, Tuskegee, Ala. and Flint-Goodridge Hospital, New Orleans) as demonstrations of high standards of service to patients and as training centers for Negro physicians, nurses and administrators.

2. The development of personnel.

3. The influencing of public opinion, both colored and white, so that the health needs of Negroes will be appreciated and more adequately met. Concerning the three hospitals mentioned, the Embree report states:

"Provident Hospital, Chicago, has built up a fine Negro medical staff and offers post-graduate instruction and experience to physicians and health workers generally. A plan for cooperation between white medical schools and consultants and the Negro staff of the hospital has been worked out in the development of the teaching program of this education.

"Flint-Goodridge Hospital of Dillard university, is one of the chief exponents of the Provident plan in a large southern city. It provides facilities for the professional development of Negro doctors and for the spread of health education throughout New Orleans . . . he out-patient department has grown steadily and the quality of its work has constantly improved. Community health has been one of the successful functions of this hospital.

"Development of the Andrew Memorial Hospital on the campus of Tuskegee Institute and of health services to the 23,000 Negroes in the surrounding county has been a cooperative venture worked out with Tuskegee Institute, the U. S. Public Health Service, the Federal Children's Bureau, the Alabama State Department of Health, the East Alabama Health District and the Macon County Department of Health. . . Since it was found that only about 20 of the approximately 700 annual Negro births in the county receive professional attention other than that of midwives in the homes, consideration is now being given to a program of maternal and infant welfare in this area."

ROSENWALD FUND SPENDS $300,000 ON HEALTH SERVICE

Sum is Amount Given Colored Hospitals in 2 Years, Says Embree

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EDUCATIONAL FUNDS -1938

JULIUS ROSENWALD FUND

CHICAGO ILL DAILY NEWS
MONDAY DECEMBER 5 1938

Rosenwald Fund for South Now Three-Fourths Spent

Thee fourths of the $20,000,000 Julius Rosenwald Fund established to improve education, principally in the South, has now been spent, according to the biennial report issued today by the fund's president, Edwin R. Embree. The report reveals that in the last two years $1,500,000 has been spent on philanthropic programs.

At the present rate, according to the report, the entire endowment created by the late Chicago merchant and philanthropist will be spent within the next 10 years. Mr. Rosenwald stipulated that the fund must be spent within 25 years of his death, by January, 1957. At the present rate the endowment will have been disbursed almost a decade before the time limit.

A lengthy criticism of methods and facilities in the United States for educating teachers is included in the report. "Teachers' colleges it must sadly be admitted, are poor in the brains and distinction of their faculties and in the abilities of their students," the report reads.

Urges College Rebuilding.

"The rebuilding of teachers' colleges will require the best brains of the nation," it continues. "Without presuming to describe the perfect teachers' college of the future, five essential features may be outlined: Rigorous selection of students; sound general education as the base for professional studies; understanding of the arts and sciences underlying the profession; psychology, child development, techniques of teaching, the social structure of which the school is a part; a wisely planned interplay of theory and practice; continued study and experiment to increase knowledge and understanding in the field.

The Rosenwald fund report reveals that the fund paid out $691,763 in 1936-1937 and $866,563 in 1937-1938. The present capital is reported as $5,000,000.

The chief programs of the fund now are the imrpovement of rural education in the South, chiefly by building up good teachers' colleges; fellowships to Negroes and white southerners, and special contributions to Negro universities and to Negro health.

Aids Negro Colleges.

The fund is contributing now to two state colleges for white teachers and to one state college for Negro teachers in Georgia, to a state normal school for Negroes in Louisiana and to Tuskegee Institute, a private college for Negroes in Alabama.

Other programs have been concluded, according to the report, in order to concentrate on the present work. The fund is no longer helping to build Negro schoolhouses and it has completed its work in library extension and the distribution of medical services. A total of $165,000 has been turned over to special committees under Dr. Michael M. Davis and Dr. Rufus C. Rorem to continue work in medical economics.

The report concludes with a plea for the betterment of rural education, for teachers versed in the social conditions of the country, of its farming techniques, health problems and of the intellectual needs of its children.

Atlanta Ga. Constitution
December 12, 1938

DR. LOEMKER GETS ROSENWALD PRIZE

Emory Professor Sails Wednesday To Study Abroad.

Recipient of a Julius Rosenwald fellowship, Dr. Leroy Loemker, professor of philosophy at Emory University, will said for Germany Wednesday to do research and creative writing in his field.

He plans to spend six months in Berlin studying the works of Gottfried von Leibnez, eminent German philosopher. He will also study at the University of Cambridge, England.

Dr. Loemker is the second Emory faculty member within the past year to study abroad on a Rosenwald fellowship. Dr. Goodrich C. White, vice president of the university, returned in September from a study of European educational institutions with a view toward the establishment of a university center in Atlanta with Emory's present facilities as a nucleus.

CHICAGO ILL HERALD & EXAM
MONDAY DECEMBER 5 1938

Rosenwald Fund Spends 15 Million

Three-fourths of the Julius Rosenwald Fund's original endowment of $20,000,000 has been disbursed, the biennial report issued by Edwin R. Embree, president, revealed yesterday.

This point has been reached with the expenditure of $1,500,000 for philanthropic work, chiefly educational, in the last two years, the report stated.

The chief programs of the fund are: (1) Improvement of rural education in the South, chiefly by building up a few good teachers' colleges. The fund is contributing to two state colleges for white teachers and one for Negro teachers in Georgia, to a state normal school for Negroes in Louisiana, and to Tuskegee Institute, a private college for Negroes in Alabama.

(2) Fellowships, averaging $1,500, which are available (a) to Negroes and (b) to white southerners, awarded by a special committee on the basis of applications received before January 10 of each year.

(3 Special contributions to Negro universities and to Negro health.

HUNTSVILLE, ALA. TIMES
NOV. 11, 1938 N16

ROSENWALD TRUSTEES MEETING AT TUSKEGEE

TUSKEGEE, Ala., Nov. 11 (AP)—Trustees of the Rosenwald fund, among the nation's most widely-known philanthropic institutions, gathered at Tuskegee Institute today, preparatory to their annual meeting tonight.

The trustees visited rural schools used as "educational laboratories" by the institute, world's largest negro institution of higher learning.

Edwin R. Embree, Chicago, is president of the trustees and other members of the board here included: Dr. W. W. Alexander chief of the Farm Security Administration; Lessing Rosenwald, Philadelphia; William Rosenwald, New York; Mrs. Marion Rosenwald Stern; New York; Howard W. Odom, Chapel Hill, N. C.; Dr. John Cross, New York; Charles S. Johnson, Nashville, Tenn.; Leonard Rieser, Chicago, and Frank L. Sultzberger, Chicago.

Lumberton, N. C. Robesonian
November 14, 1938

Rosenwald Negro Training and High School News

Correspondence of The Robesonian.

Fairmont—The Rosenwald industrial training and high school has been opened two months and the principal, teachers and patrons are working together in order to make this year a very successful school year.

The members of the faculty are: L. E. Spencer, principal; J. H. Hayes; Emma Ford, Wilmouth Carter, Rosa White, Cora Pittman, L. E. Spencer, Bernice McGee, M. McKeller, E. S. Cunningham, H. M. Alston, Nora B. McKay, Eva D. Peace, W. C. Fleming.

A fair was given by the members of the faculty at the Rosenwald training and high school Monday night, Oct. 17. There were many attractions going on. The agricultural exhibits, peep show, Gypsy booth, stage show and refreshments were the leading attractions.

The basketball teams, both girls and boys, are putting forth great effort practicing in order that they may be called the southern champions.

The Rosenwald school held its P. T. A. meeting in October and the following organization took place: Ida Fulmore, president; Cora Taylor, vice president; Nora McKay, secretary; Harry Hayes, treasurer.

Many committees were organized. The P. T. A. plans to do great things this year. Its first project is to relieve the crowded condition in the elementary department by preparing a room for the sixth grade B.

A pre-Halloween social was given for the benefit of the members of the P. T. A. Tuesday night, Oct. 25, by the social committee, John Floyd, L. E. Spencer and W. C. Fleming. Bingo, checkers and other games were played. A delicious repast was served. Everyone enjoyed.

The total enrollment of the Rosenwald industrial training and high school for the second month s 546.

Memphis Tenn. Commercial Appeal
December 11, 1933

Teachers College President Takes Issue With Rosenwald Fund's 'Inferiority' Charges

Brister Asserts School of Education Is Constantly Being Raided of Instructors By Nation's Big Universities, Compares Work Being Done

Teachers colleges in America, called inferior in methods and facilities by a recent report of the Julius Rosenwald Fund, were defended yesterday by J. W. Brister, president of State Teachers College here.

The report said "It must be sadly admitted that teachers colleges are poor in the brains and distinction of their faculties and in the abilities of their students. With a few brilliant exceptions the distinguished scholars and teachers of America are found everywhere but in the Department of Education . . . Yet, in a democracy such as is America teaching is the most important of all professions."

Mr. Brister agreed that the STC faculty is continually being raided by other schools able to pay better salaries, a complaint also made last week by President James D. Hoskins of the University of Tennessee in his annual report.

Two Types At Odds

"But I won't admit that teachers' colleges are inferior for the type of work they are doing, Mr. Brister said. "Brilliant teachers of education do not stand out as do faculty members in schools where scientific research produces visible results. The teacher at a teachers' college spends more time actually teaching than does the instructor in other types of schools."

Lack of funds to pay teachers what they are worth cripples the college here and curtails the teaching staff, he said. He cited three recent examples of very able, highly trained instructors who left his school to take jobs paying more:

Dr. Dan Robinson, history instructor who was hired by Vanderbilt; Dr. C. S. Brown, English instructor taken by Georgia University; Dr. R. C. Beatty, English instructor first hired away from S. T. C. by Alabama, and now at Vanderbilt. Mr. Brister said he wanted to keep them all, but could not pay them what they were worth because of lack of funds.

Reported Poor In Money

The Rosenwald report said that teachers' colleges are poor in money, and that the sums that go into them are "pitiful" compared with the millions so generously supplied to many other professional departments of the field of higher education.

"The rebuilding of our teachers' colleges will require the best brains in the Nation," the report reads. "Without presuming to describe the perfect teachers' college of the future, five essential features may be outlined:

(1) Rigorous selection of students; (2) sound general education as the base on which to build the professional studies; (3) understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of teaching and the social structure of which the school is a part; (4) a wisely planned interplay of theory and practice, learning and experience; (5) continued study and experiment to increase knowledge and understanding in the field.

Fund Three-Fourths Gone

Three-fourths of the Rosenwald Fund, $20,000,000 left by Julius Rosenwald, merchant-philanthropist, has been sed, the report said. It is expected to be exhausted by 1947.

S. T. C. here receives no money from the Rosenwald Fund, Mr. Brister pointed out, and the money is largely spent for Negro education, but the report made by the foundation was a general critique on schools of education.

"During recent years we have been engaged in a mad race simply to turn out enough teachers of any sort to meet the demands of mounting school enrollments which, during the first three decades of this century increased by 500,000 pupils a year," the report continued. "The crest of the enrollment wave has now been reached. With a drop in the birth rate and the approach of a nearly stable population, the enrollment in the earlier grades in the United States has already begun to fall."

Elementary School Peak

While attendance in the higher branches will probably continue to grow for a number of years, the elementary school has passed its peak, the study declared. Instead of "pouring out an ever-increasing stream of new instructors, the problem is now solely to improve quality," it said. Teachers' colleges are therefore justified in ruthlessly rejecting unqualified candidates, it asserted.

Mr. Brister also took exception to that statement. He pointed out that although the birth rate of the Nation is reaching stability, the rate in the South is still increasing. He also estimated that half the teachers in Tennessee do not have more than two years' college credits, and that hence there is great need for teacher training.

"Teacher training is a field we haven't fully cultivated in the South," he said. He expressed hope that there would eventually be some selective process devised for choosing who should be trained in teaching.

Pledge a Formality

"Half the students who come here don't intend to be teachers, although they sign a pledge to teach, and at least half of them are unfit to be teachers," he estimated.

In commenting on rural teachers in the South, the region in which the fund has carried on its principal work, the report said: "Not all educators recognize the regional aspects of education. In the natural desire to simplify and standardize all processes a few teachers will insist that education is a fixed schedule of studies applicable the world over."

"A number of institutions in the South are alert to the special needs of that region and are striving to find ways of building education on Southern experience with a view to Southern development," the survey said. "The South is chiefly rural; the great preponderance of its schools are in country districts with only one, two or three teachers. In the 13 states commonly classed as the Old South 73.5 per cent of all public school teachers are in rural areas (open country or towns of less than 2500).

Big Rural Problem

"Of the South's 8,500,000 pupils over 6,000,000, or 72 per cent, are rural children. It is evident then that the main problems of Southern education are rural and that the job of the school is to build upon the knowledge and experience of rural children."

In an era which has overstressed everything industrial and urban we have neglected the natural educational facilities which the countryside possessses, the report said. It declared that today many institutions in the South are turning from a standard schooling based on urban experiences to an education planned to develop its own children on the basis of their heritage.

"The preparation of the rural teacher should take into account the peculiar problem he is to face," it went on. "His education should include studies in rural life and intensive experience with country children under rural conditions, and some acquaintance with agriculture, handicrafts and health.

Must Have Experience

"It is not expected that rural teachers become farmers, carpenters or nurses. But, for survival under rural conditions and for influence on rural communities as well as for giving any meaning to the teaching of rural children, they must have acquaintance with all these fields. They must have some skill in the ocupations that make up country living and some ingenuity in creating a decent life and a stimulating school from the simple materials of the countryside."

Mr. Brister revealed yesterday that total expenditures at State Teachers totaled $219,000 last year, $75,000 less than the 1931 figure. In 1931 the state appropriated $175,000 for the school. For the last two years the appropriation has been about $85,000 annually, he said.

Educational Funds - 1938

Julius Rosenwald Fund

Council of Rural Education, Washington, D.C.

Atlanta, Ga. Journal
January 2, 1938

Georgians to Attend Rosenwald Council On Rural Education

Several Georgia educators will attend the Council on Rural Education in Washington January 2 and 3. Among them are Walter D. Cocking, dean, School of Education, University of Georgia; W. Fred Gunn, dean, and Irvine S. Ingram, president, West Georgia College, Carrollton; and Marvin S. Pittman, president, South Georgia Teachers College, Statesboro.

The Council on Rural Education will guide the expenditure of $1,000,000 set apart by the Julius Rosenwald Fund to build up better teachers' colleges in the south. The council will discuss "two elementary essentials of good rural teaching—and three R's, especially reading, with a view to building up something more than census literacy; and the education of teachers to meet the peculiar conditions of rural instruction."

"When a teacher finds that the roof on his school leaks and has leaked for years, he must know how to repair it, or how to get the community or county to have it repaired," says a statement of Edwin R. Embree, president of the Julius Rosenwald Fund. "Moreover, the teacher in any rural district is the know-all and be-all," Mr. Embree said, "and should know the answers to such questions as "how to test seed corn, what to do about potato bugs and boll weevil, and how to build a corn crib. He must be able at least to talk sensibly about such things in order to maintain status in the community."

Rural Education Council Meets On Howard Campus

Has Function Of Generating New Ideas

President Johnson To Address Group In Truth Hall

WASHINGTON, D. C. — The Council on Rural Education, directed under the general auspices of the Rural Education Staff of the Julius Rosenwald Fund, met in Sojourner Truth Hall, Howard University, for a two day session Sunday and Monday, January 2 and 3. E. R. Embree, president of the Rosenwald Fund, presiding.

President Johnson, on behalf of the trustees and faculties of Howard University, welcomed the membership of the conference to all of the facilities of the university, and expressed the intense interest of the university organization in the objectives of the council on rural education.

The council has been in existence for three years. Meetings have been held in Chicago, Atlanta Nashville, New Orleans, and Chicago again. A rotation of individuals has comprised the membership of the council in order to bring in many kinds of experience and thinking with respect to educational procedures and the results of public school work in rural areas.

TASKS OF THE COUNCIL

The council has set as its task reviving the rural schools as a "real educational institution," and, through education, to enrich the rural life. The members include Southern educators and school officials, representatives of foundations, and individuals from the nation at large who are eminent in educational and society study and planning.

It has been made clear that the rural council is much more than a committee of a single foundation; it is an autonomous body and a part of its suggestions are carried out by the Rosenwald Fund. Many other suggestions are put into effect by other foundations or by individuals as part of their regular functions as educators and officials. The central function of the council is to generate ideas and formulate policies and procedures which may be put into effect by whosoever has the willingness and the ability to do so.

The agenda of the session held at Howard University included a discussion of teachers colleges with special reference to the preparation of rural teachers; a discussion of the study now in progress of examples of good and bad schools in the South with the view to finding the factors that go into the preparation of those teachers who create good schools; a report on progress and present status of the compendium of information on southern counties; a discussion of what a state program of higher education for Negroes should be; and a discussion of various ways in which the council and its related agencies may exert influence on the improvement of rural education, especially in the South.

MEMBERS OF THE MEETING

Those attending the meeting were: E. R. Embree, president of the Rosenwald Fund; Dr. W. W. Alexander, Farm Security Administration, Washington, D. C.; W. R. Banks, president, Prairie View State College, Texas; Dr. Willard W. Beatty, director of education, Office of Indian Affairs, Washington, D. C.; Dr. Horace Mann Bond, Fisk University, Nashville; Dr. J. E. Brewton, eGorge Peabody College for Teachers, Nashville; Doak C. Campbell, director of Surveys and Field Studies, George Peabody College for Teachers, Nashville; Dr. Walter D. Cocking, Dean School of Education, University of Georgia, Athens; Dr. John J. Coss, Columbia University, New York City; Dr. Jackson Davis, General Education Board, New York City. Dr. J. C. Dixon, director for Rural Education, Julius Rosenwald Fund; Hon. Clyde A. Erwin, state superintendent of education, North Carolina; Leo M. Favrot, General Education Board, New York City; Burton Fowler, Headmaster, Tower Hill School, Wilmington, Del.; Dr S. C. Garrison, president, George Peabody College for Teachers Nashville; W. Fred Gunn, dean, West Georgia College, Carrollton; Hon. Sidney B. Hall, State Superintendent of Schools, Virginia; Dr. Irvine S. Ingram, president, West Georgia College, Carrollton.

Nolen M. Irby, State Supervisor of Colored Schools, Arkansas; Dr Charles S. Johnson, director, Depart of Social Science, Fisk University, Nashville; R. W. E. Jones, president, Louisiana Negro Normal and Industrial Institute, Grambling; Dr. Charles H. Judd, chairman, Department of Education, University of Chicago; A. C. Lewis, state agent for Negro Schools. Louisiana; Dr. Jane McAllister, Miner Normal School, Washington D. C. (visiting professor, Grambling Normal School).

Dr. Fred McCuistion, Southern Association of Colleges and Secondary Schools, Nashville; Dr. Albert R. Mann, director for Southern Education, General Education Board, New York City; Dr. Howard W. Odum, director, the Institute for Research in Social Science, University of North Carolina; Dr. Frederick D. Patterson, pesident Tuskegee Institute; Marvin S. Pittman, president, South Georgia Teachers College, Statesboro; John Russell, Carnegie Corporation. New York City; James F. Simon, Julius Rosenwald Fund, Chicago Mrs. Margaret S. Simon, Julius Rosenwald Fund, Chicago; Dr John W. Studebaker, U. S. Commissioner of Education, Washington, D. C.; Dr. Charles H. Thompson, editor, Journal of Negro Education, Howard University, Washington, D. C.; Dr. W. Lloyd Warner, associate professor of Anthropology and sociology, University of Chicago; Dr. Arthur D. Wright, president, Southern Education Foundation, Washington, D. C.

Dr. Charles H. Thompson, editor, Journal of Negro Education, is a member of the organization. Complimentary luncheons were served by the university upon each of the two day sessions.

COUNCIL ON RURAL EDUCATION MEETS AT HOWARD UNIVERSITY

WASHINGTON, D. C.—(SNS)—The Council on Rural Education directed under the general auspices of the Rural Education Staff of the Julius Rosenwald Fund, met in Sojourner Truth Hall, Howard University, for a two day session, Sunday and Monday, January 2 and 3, 1938. Mr. E. M. Cambree, President of the Rosenwald Fund, presiding.

President Johnson, on behalf of the Trustees and Faculties of Howard University, welcomed the membership of the Conference to all of the facilities of the University ,and expressed on behalf of the Trustees and Faculties the intense interest of the University organization in the objectives of the Council on Rural Education.

The Council has been in existence for three years. Meetings have been held in Chicago, Atlanta, Nashville, New Orleans and Chicago again. A limitation of individuals has comprised the membership of the Council in order to bring in many kinds of experience and thinking with respect to educational procedures and the results of public school work in rural areas.

Tasks of Council

The Council has set as its task reviving the rural schools as a 'real educational institution," and through education to enrich the rural life. The members include Southern educators and school officials, representatives of Foundations, and individuals from the nation at large who are eminent in educational and social study and planning. It has been made clear that the Rural Council is much more than a Committee of a single Foundation; it is an autonomous body and a part of its suggestions are carried out by the Rosenwald Fund. Many other suggestions are put into effect by other Foundations or by individuals as a part of their regular functions as educators and officials. The central function of the Council is to generate ideas and formulate policies and procedures which may be put into effect by whosoever has the willingness and the ability to do so.

The agenda of the session held at Howard University included a discussion of Teachers colleges with special reference to the preparation of rural teachers; a discussion of the study now in progress of examples of good and bad schools in the South with the view to finding the factors that go into the preparation of those teachers who create good schools; a report on progress and present status of the compendium of information on southern counties; a discussion of what a state program of higher education for Negroes should be; and a discussion of various ways in which the Council and its related agences may exert influence on the improvement of rural education, especially in the South.

Educational Funds-1938
Other Boards

Birmingham, Ala. News
September 4, 1938
30.

Problem Of Spending Half Billion Dollars

Marshall Field III has inherited $100,000,000, the first installment of the fortune founded by his grandfather, the Chicago merchant. Field, who is now 45, will receive the balance of the estate, an additional $400,000,000, when he reaches the age of 50.

Field has had ample time to consider what he will do with a half billion dollars once he is in a position to check on it in his own name. While he has been provided for in fitting fashion in the interim (he could have borrowed a bit along, no doubt), he has not been able to touch the bulk of his inheritance. He attempted to break the will setting up the trust in his younger days, but was not successful.

With 20 or 25 years in which to make his plans, Field should not be wanting in ideas, but so far he has made no announcement of his plans. There is some speculation to the effect that he will set up a philanthropic fund similar to the Rockefeller foundations or the Julius Rosenwald Fund. A few days ago *The News* carried a discussion of the policy adopted by the General Education Board and the Julius Rosenwald Fund in planning to liquidate these two foundations within a short period of years.

Field could be assured that whatever portion of his fortune he saw fit to devote to carrying on work similar to that undertaken by these agencies would be socially useful. Education and health will continue to be two vital needs of mankind.

Of course a sizable slice of the sum which Field inherits will go for whatever purposes good and bad, the federal treasury decides to devote them to after the tax officials have their say. Then, too, if he needs any help he should have no trouble in finding numerous persons who would be willing, even anxious to help him make up his mind

Educational Funds-1938

The James Nelson and Anna Louise Raymond Foundation.

Free Movies For Kiddies At Museum

Invite Billikens To See Pictures Every Saturday

The James Nelson and Anna Louise Raymond Foundation this week announced its annual autumn series of free motion picture programs for children, to be presented at Field Museum of Natural History each Saturday morning during October and November. Included on the programs, besides pictures relating to natural history, American history, and travel, will be a number of musical color cartoons by Walt Disney. On the nine programs to be given there will be a total of 36 different films, many of them with talking and musical sound effects.

There will be two showings of the films on each program, one at 10 a.m., and one at 11, which makes it possible to accommodate several thousand children each Saturday. The first program will be presented on October 1. Admission is free, and no tickets are required. Children from all parts of Chicago and suburbs are invited, and they may come either alone, in groups from schools and other centers, or accompanied by parents, teachers or other adults.

Following are the dates, and the titles of the films to be shown on each program:

Oct. 1—"The China Plate" (Disney Color Cartoon), "Water Boy," "The Isle of Desire," "Enchanting Tahiti," "Manea Battles An Octopus," and "Walking Upon Hot Stones."

Oct. 8—"An Alpine Shepherd Lad," "The Story of the Geysers," "The Throne of the Gods."

Oct. 15—"Jenny Wren and Her Neighbors," and "Columbus and His Son."

Oct. 22—"Nature's Bugaboo," "Pirates of the Deep," "A Siamese Journey," "The Stork Family from Poland," and "The Seventh Wonder."

Oct. 29—"Arctic Antics" (Disney Cartoon), "Work Dogs of the North," "A Young Explorer," "Ikpuk, the Igloo Dweller," and "Gathering Moss."

Nov. 5—"Shades of Noah" (Color), "Songs of the Plantations," and "Thrills on the Faroe Islands."

Nov. 12—"In the Land of Montezuma," "Land of the Eagle," "Fiesta of Calaveras," and "Quaint Animals of Guatemala."

Nov. 19—"Pied Piper of Hamlin" (Disney Color Cartoon), "Make a Mask," "Beautiful Tyrol," "Woodland Pals," and "Freaks of the Deep."

Nov. 26—"Mickey's Orphans," (Disney Cartoon), "Snow Fun," "Winter," and "Travels in Toyland."

Educational Funds — 1938

Rockefeller Foundation.

$9,500,000 GIVEN TO 1937 RESEARCH

Rockefeller Foundation Reports Barriers in Aid to Education.

NEW YORK, March 24.—(AP)—The Rockefeller Foundation reported today that it appropriated more than $9,500,000 in 1937 to assist in pushing out the boundaries of knowledge.

At the same time, Raymond B Fosdick, president, said the foundation's objectives is encountering increasing difficulties because of new international barriers against the advancewent of knowledge.

"In some fields," he said, "it is now profitless to go where we formerly went.

"We find ourselves stopped at some frontiers—not because the frontiers have any greater geographical significance than they had a few years ago, but because behind them the search for truth by eager and skeptical minds has been made impossible.

"Particularly in the broad range of subjects covered by the social sciences, and in the humanities as well, the world has recently witnessed in several countries the progressive disintegration of creative scholarship," he added.

In 1937, the foundation established by the late John D. Rockefeller, gave $2,400,000 to the medical sciences, $2,200,000 to public health, $2,000,000 to the social sciences, $1,100,000 to the natural sciences, $800,000 to the humanities and $400,000 to rural reconstruction in China.

Its principal, on December 31 was $150,259,942, the report said.

DICTATORS HAMPER ROCKEFELLER FUND

Research Work Is Reported Curbed by 'Keep Out' Signs of 'Authoritarian States'

The program of the Rockefeller Foundation, which for twenty-five years has been engaged in "pushing out the boundaries of knowledge," now finds itself "stopped at some frontiers" because certain governments are engaged in circumscribing intellectual liberty and imposing uniform ideologies upon their people, Dr. Raymond Fosdick said yesterday in his annual report as president of the Rockefeller Foundation.

The report also notes that the social sciences have failed to make the same progress as has been achieved in medicine and the more mechanical sciences, and said that man "gives the impression of heading blindly toward the destruction of what he has created."

Pointing out that since 1929 the foundation has given $30,000,000 for research in social sciences with emphasis on social security, international relations and public administration, the report said that "in these ominous days when security, as the nineteenth century understood the term, seems to be fast disappearing, "people are turning to the social sciences in desperation for guidance.

Need of Control Stressed

Continuing, the report said:

"The supreme question is whether he (man) can summon knowledge and invectiveness and the will—to bring himself and his social systems under control. What have economics and political science and psychology and sociology to teach him that will help to solve his dilemma?"

The report pointed out also that "it is one thing to possess the means of better control; it is quite another thing to employ them. New ideas coming from the fundamental sciences are taken over for use by society with relatively little hesitancy. New ideas from the social sciences, on the other hand, have to run the gauntlet of superstition and prejudice. To take advantage of the contributions of social science requires not merely available knowledge but social acceptance. The result is that social progress commonly lags behind whatever an immature social science has to offer."

One of the most significant parts of the report was that in which Dr. Fosdick described the difficulties which the Rockefeller Foundation has encountered in recent times because of the "keep out" signs erected by the rulers of authoritarian states "against the inquisitive and questioning mind."

Objective of Foundation

In this connection he said:

"From the beginning of its activities twenty-five years ago the foundation has been guided by the objective written into its charter: 'The well-being of mankind throughout the world.' In accordance with this purpose the aim of the trustees has been to maintain the work of the foundation on an international plane without consideration of flags or political doctrines or creeds or sects. Particularly in a program based on the advancement of knowledge it is imperative to disregard the geographical boundaries which arbitrarily and often unhappily divide the earth into a patchwork of senseless antagonisms. For in the last analysis knowledge cannot be nationalized.

"No successful embargoes can be maintained against the export or import of ideas. Whether new conceptions in atomic physics come from Copenhagen or from Cambridge, England; whether the cure for cancer is developed in New Haven or in Berlin; whether it is a Russian or an Italian or an American who takes the next step forward in mankind's struggle with virus diseases—we are all of us, under whatever flag, the joint beneficiaries of the intellectual property of the race.

"In all the clash of competing nationalisms there is here an underlying principle of unity: the single aim and the language of science in the discovery of truth. It is this principle which challenges the twentieth century with the conception of civilization as a cooperative achievement and with the ideal of intellectual capital as an international possession.

Must Know No Frontiers

"A foundation, therefore, whose aim is to assist in pushing out the boundaries of knowledge must necessarily work wherever the best tools are to be found. In its search for high talent and promising opportunities it must assume that frontiers are not the forbidding barriers they pretend to be.

"This ideal which for more than two decades the Rockefeller Foundation has consistently attempted to follow has in recent years encountered serious difficulties. And these difficulties are increasing. Objective scholarship is possible only where thought is free—and freedom can exist only where there is tolerance, only where there are no 'Keep Out' signs against the inquisitive and questioning mind. Disinterested research cannot survive in an atmosphere of compulsion and repression.

"It withers under the efforts of governments to impose uniform ideologies and to circumscribe in the interests of a dominant regime the area of intellectual liberty. Particularly in the broad range of subjects covered by the social sciences, and in the humanities as well, the world has recently witnessed in several countries the progressive disintegration of creative scholarship.

"This phenomenon has naturally affected the program of the foundation. In some fields it is now profitless to go where we formerly went. We find ourselves stopped at some frontiers—not because the frontiers have any greater geographical significance than they had a few years ago, but because behind them the search for truth by eager and skeptical minds has been made impossible."

Distribution of Funds

In 1937, the report said, the foundation appropriated more than $9,500,000. Of this amount, the report said, $2,400,000 was given to the medical sciences, $2,200,000 to public health, $2,000,000 to the social sciences, $1,100,000 to natural sciences, $800,000 to the humanities and $400,000 to rural reconstruction in China.

In 1937, Dr. Fosdick said the foundation operated in fifty-two different countries, of which twenty-three were in Europe, four in Asia, three in Africa, six in South America, eleven in North and Central America and the West Indies and five in other parts of the world. Forty-five per cent of the funds appropriated went to foreign countries.

Japanese military operations in China, the report noted, have "virtually destroyed" the program of rural reconstruction and public health program of the foundation in China. Nankai University, the report said, was completely destroyed and the university buildings in Nanking are being used as army barracks. It is impossible to say now "whether there will be an opportunity to pick up the pieces of this broken program at some later date." the report concluded.

Rockefeller Cash Backs Colored School

WILLIAMSBURG, Va.,—(AP) Plans for a new Negro school for Williamsburg and surrounding area took on new impetus last Thursday when it was announced that Mrs. John D. Rockefeller, Jr., has given $50,000 toward its construction. Cost of the building, equipped, will be about $245,000.

Southern Research Goals

When John Davison Rockefeller, the founder of Standard Oil and the Rockefeller Foundation, died at Ormond Beach, Fla., on May 23, 1937, in his 98th year, his gifts for philanthropic purposes amounted to approximately $530,000,000. The figure is rather an important one to remember, since Mr. Rockefeller will probably go down in history as the largest private benefactor to research. It is likely that we have passed the age when governments will permit the accumulation of great fortunes like his.

Mr. Rockefeller gave a total of $446,000,000 to establish four funds: The Rockefeller Institute for Medical Research, the General Educational Board, the Rockefeller Foundation and the Laura Spelman Rockefeller Memorial. In addition, he made gifts of approximately $84,000,000 for educational religious and charitable purposes. The four chief funds Mr. Rockefeller created out of his fortune have expended a total of $645,000,000 in 85 countries.

The annual report of the Rockefeller Foundation gives an account of how the funds were managed in 1937, and calls attention to an important fact: Mr. Rockefeller thoroughly disbelieved in the principle of the "dead hand" in the management of estates, and gave the trustees of the Rockefeller Foundation and the General Education Board the right to spend the principal of his gifts as well as the income from them. In 1920, he revoked any restrictions or limitations that had been placed upon the purposes for which the General Education Board had been endowed, and gave it virtually a free hand.

In the past, the Rockefeller funds have spent their money chiefly in the fields of medical and scientific research and for education, and have done work of untold benefit to humanity. There is still work of incalculable value for them to do in the fields already cultivated, and new tasks await them in the field of human relations. The Rockefeller Foundation might make its greatest gift to civilization in the United States by wisely spending $1,000,000 in the South for the specific purpose of promoting interracial cooperation. We need to know more about the nature of the psychological hurdles that stand in the way of better race relations, before we can chart a way that will release vast new creative forces of labor and intelligence in the South.—Richmond Times-Dispatch.

Chattanooga, Tenn. News
October 5, 1938

Benefactor to the South

WHAT the Rockefeller Foundation has done for Southern Health, specifically in the eradication of hookworm and pellagra, we all know. What the General Education Board, of the Rockefeller Foundation, has done for Southern Education is not so generally known.

The annual report of the Foundation, just published, shows that the Rockefeller Foundation helps Southern education in many ways. When the Board was founded in 1902, it stated its objective in the following language, "The immediate intention of the Board is to devote itself to studying and aiding to promote the educational needs of the people of the Southern States."

We read of such items as an appropriation of $746,500 for Clark University for Negroes at Atlanta Fisk University, Meharry Medical College, Hampton Institute, Tuskegee and Howard University, as well as many smaller colleges for Negroes have received benefactions from the Board.

Many institutions of education for white people are also on the list. The Board endows a School of Library Science at Peabody College, for training librarians for the South. A grant of $100,000 to this school is announced.

Although the South already spends $19,800,000 a year on school bus transportation, the General Education Board is doing all that it can to make that important service more efficient. It is financing studies of Southern problems of all sorts. The Board is encouraging public administration in the South and has made important appropriations for this work, including $40,000 to the University of Virginia.

The Rockefeller Foundation is one of the world's great benefactions, if not indeed the greatest now in existence. The South has profited much from it in past years and it stands as a bulwark offering succor and continued cooperation for the South's future.

Rockefeller Cash Backs Negro Schoo Project in Virgini

WILLIAMSBURG, Va.—(ANP —Plans for a new Negro schoo for Williamsburg and surroundin area were given impetus la Thursday when it was announc that Mrs. John D. Rockefeller, Jr has given $50,000 toward its co struction. Cost of the buildin equipped, will be about $245,00

In a letter to the Williamsbu School Board, Mrs. Rockefell daughter-in-law of the late magnate and philanthropist, c clared, "I sincerely hope that t comprehensive and well-conce undertaking for promotion of well-being of the Negroes in t area will be carried through in entirety."

Mrs Rockefeller's letter was portedly based on a survey of cupational problems and opp tunities for Negroes of this c and vicinity, and a study of t health, social and economic con tions among Negroes in this ar She also expressed approval of t proposed program to provide tra ing "to both adult and minor N groes of such a nature as to e able them to employ their ti advantageously, increase their a nual earnings and raise th standard of living."

GIVES $50,000 TO AID EDUCATION OF NEGRO

Mrs. J. D. Rockefeller Jr. Backs Project for Williamsburg

Special to THE NEW YORK TIMES.

WILLIAMSBURG, Va., Dec. 15.—Mrs. John D. Rockefeller Jr. has given $50,000 toward the construction of the new Negro school for Williamsburg and surrounding area. The school will cost about $245,000 equipped.

In a letter to the Williamsburg School Board Mrs. Rockefeller referred to a survey based on occupational problems and opportunities for Negroes in Williamsburg and vicinity, and a study of the health, social and economic conditions among Negroes in this area and expressed her approval of the proposed program to provide training "to both adult and minor Negroes of such a nature as to enable them to employ their time advantageously, increase their annual earnings and to raise their standard of living." She added:

"I sincerely hope that this comprehensive and well-conceived undertaking for the promotion of the well-being of the Negroes in this area will be carried through in its entirety."

In addition to Mrs. Rockefeller's gift, the city has received a PWA grant of $94,500. The present school property was sold to the Williamsburg Restoration for $10,000 and a new school site of thirty acres, while $55,000 has been borrowed by the city. The general education board has given $72,000 to cover the cost of $35,000 in equipment and an operating subsidy for five years.

Southern Education Foundation

Educational Funds - 1938

OFFICERS ARE ELECTED FOR ENSUING YEAR

Rural School Aid Group Names Arthur Page As Director

NEW YORK, Jan. 28—The annual meeting of the Southern Education Foundation, Incorporated, was held at the Hotel Astor, Thursday of last week. The Southern Education Foundation is a merger of the George Peabody, the John F. Slater, and the Anna T. Jeanes (Negro rural school) funds.

The foundation elected as its board of directors for the ensuing year, Clarence Everett Bacon, of Spencer, Trask and company, New York; Father Evard W. Daniel, rector of St. Matthews Episcopal church, Detroit; Dr. James Hardy Dillard, former president of the Slater and Jeanes fund boards; Dr. William Preston Few, president of Drake university, Durham, N. C.; Warren Kearney, member of the board of trustees, Dillard university, New Orleans; Arthur W. Page, vice president of the American Telegraph and Telephone company, New York; Dr. Emmett J. Scott, secretary, Howard university, Washington; Dr. Albert Shaw, former editor of The American "Review of Reviews," New York; Leslie W. Snow, vice president, Chase National bank, New York, and Dr. Arthur D. Wright.

Officers Elected

At a meeting of the board of directors held the next day, at 195 Broadway, the following officers were elected: Arthur W. Page, chairm, board of directors; Dr. Arthur D. Wright, president of the foundation; Dr. Emmett J. Scott, secretary of the foundation and of the board of directors; the Manufacturer's Trust company of New York, fiscal agent and treasurer.

Following the meeting of the foundation Thursday evening, a banquet was served at the Hotel Astor, Broadway and Forty-third street, attended by members of the foundation and outstanding representatives of various other educational foundations and institutions.

Newly Elected Members

The following additional persons were elected as members of the foundation: Dr. Ambrose Caliver, senior specialist in Race education, U. S. office of education; the Rev. Francis B. Creamer, rector of Christ's Episcopal church, Detroit and Grosse Point, Mich.; Patrick J. Hurley, former secretary of war, John Temple Graves III, of the editorial staff of the Birmingham Age-Herald; Edgar B. Stern, retired cotton broker, New Orleans, and chairman of the board of trustees, Dillard university, and a member of the Julius Rosenwald fund; R. C. Stovall, cotton broker, Okolona, Miss., and treasurer of the Okolona Industrial school for Colored Youth; Halsey Malone, attorney-at-law, New York, and son-in-law of the son of John F. Slater.

A moving picture entitled "The Jeanes Teacher and Her Work," was shown. The Hampton Institute sextet was present and rendered musical selections.

An address surveying the whole field of education in the south, and with particular reference to education among Race people, was presented by Dr. Edward K. Knight, professor of education at the University of North Carolina.

The present resources of the Southern Education Foundation amount to $3,071,398.53. Jeanes work is now being carried on in 471 counties of 14 states of the south at an expenditure for 1937 of more than $400,000, three-fourths of which sum comes from public tax sources.

Banquet Guest List

Others present at the banquet were: Dan Armstrong, trustee of Hampton Institute; the Rev. Cyril E. Bentley, associate director of the American Church Institute; Dr. Harvie Branscomb of New York; Prof. Mabel Carney, Columbia university; Jackson Davis, General Education Board, New York; J. C. Dixon, Julius Rosenwald fund, Chicago; Prof. Fannie W. Dunn, Columbia university; Leo M. Favrot, General Education board, New York; Dr. George E. Haynes, Federal Council of Churches, New York. Dr. Arthur Howe, president of Hampton Institute; T. L. Hungate, Columbia university and Howard university; Dr. Walter A. Jessup, Carnegie foundation; Dr. Mordecai W. Johnson, president Howard university; Miss Daisy Kettley, supervisor of rural schools, Cape Province, South Africa; Dr. Frederick P. Keppel, Carnegie corporation; Robert M. Lester, Carnegie corporation; Dr. E. S. de Lozada of Williams college, Williamstown, Mass.; the Rev. A. B. Parson of the Episcopal board of missions; Henry C. Patterson, Philadelphia; Mrs. Henry C. Patterson, Schofield Institute, Aiken, S. Car.; Miss Sara L. Patrick, Columbia university. R. Ogden Purves, treasurer of Hampton Institute; Dr. John H. Reisner, director, Agricultural Missions foundation; Dean William F. Russell, Columbia university; Dr. William Jay Schieffelin of New York, and Tuskegee Institute; Miss Iman E. Schotzmann of Switzerland; Frank A. Smith, Baptist Home Mission society;

Dr. Guy E. Snavely, executive secretary of the American Association of Colleges; L. Hollingsworth Wood, of the New York Urban League; W. Wottrich, New York; Dr. Edgar W. Knight, University of North Carolina; W. T. B. Williams, field agent of the Southern Education foundation, and vice president of Tuskegee Institute; Miss Shellie T. Northcutt, special Jeanes teacher.

The membership of the corporation includes the following in addition to names already mentioned: Dr. Robert R. Moton, former president, Tuskegee Institute; Dr. Josiah H. Morse, University of South Carolina; Dr. Joseph D. Eggleston, president, Hampden Sydney college; Dr. S. C. Mitchell, president, Richmond college; John F. Kelsey, New York; Dr. Russell Bowie, rector of Christ's Episcopal church New York; Dr. James E. Gregg, former president of Hampton Institute; R. L. Smith, Waco, Texas; J. C. Napier, Nashville, Tenn., and Dr. Franklin N. Parker, of Emery college.

Dr. Emmett Scott Named Sec'y Education Fund

NEW YORK — Dr. Emmett J. Scott of Howard University was elected secretary of the Southern Education Foundation, Inc., and of the organization's board at a meeting here last week.

The foundation is a merger of the George Peabody, John F. Slater and Anna T. Jeanes Funds. It has resources of $3,071,398.53. Jeanes work is now being carried on in 471 counties in 14 Southern States and cost more than $400,000 in 1937, with three-fourths coming from public taxes.

Dr. Scott, who is secretary of Howard, was elected one of the directors at a meeting at the Hotel Astor, where the foundation held its banquet. The following day Arthur W. Page was elected chairman of the board, and Dr. Arthur D. Wright was elected president of the foundation.

New members elected to the foundation included Dr. Ambrose Caliver of the U.S. Office of Education. Among those present at the banquet were Dr. Mordecai W. Johnson, president of Howard University; and W. T. B. Williams, field agent of the foundation and Tuskegee vice principal. The Hampton Institute sextette sang for the gathering.

Jeanes teachers have raised $9,325 from 220 of their total of 471 and established the Virginia Randolph Fund in honor of the first Jeanes fund teacher.

Offer Hampton Scholarships to Jeanes Teachers

HAMPTON INSTITUTE, Va. — President Arthur D. Wright of the Southern Education Foundation, Washington, D. C., has announced that scholarships for work in the Hampton Institute Summer school (June 13 to 22) have been offered to 46 Jeanes teachers in 13 states —Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

These Jeanes Teachers Hampton scholarships are offered to men and women who are engaged in improving Negro rural schools with a view to broadening their general outlook and their understanding of the fundamental philosophy of the Jeanes work which has been made possible for twenty - five years through the beneficence of the Quaker lady, Miss Anna T. Jeanes of Philadelphia.

Virginia Randolph Fund.
6

Educational Funds - 1938

Southern Education Foundation.

TEACHER GIVEN BIGGEST HONOR FOR EDUCATION

Amsterdam News
1-22-38

Outstanding recognition came to Virginia Randolph, first Negro teacher engaged under the Jeanes Fund to supervise Negro rural education in the South, last Thursday night when the Southern Education Foundation at its annual meeting in the Hotel Astor established the Virginia Randolph Fund.

New York N.Y.

"This is the first permanent endowment fund of a general nature ever created to carry the name of a member of the Negro race," Dr. Arthur D. Wright, president of the foundation, declared after the meeting.

The resources of the Southern Education Foundation through amalgamation with the Jeanes, Slater and Peabody funds, and a contribution of $9,000 from Southern Negroes was said to be in excess of $3,000,000.

It is not known, however, what the amount of the Virginia Randolph Fund is to be, but it was said that the $9,000, raised by 470 Negro teachers working under the Jeanes Fund, will be increased and devoted to the advancement of Negro education.

Miss Randolph, a pioneer and veteran teacher, is still actively engaged in Negro rural education in Henrico county, Va.

Patrick J. Hurley, Edgar B. Stern, the Rev. Francis B. Creamer, R. C. Stovall, Halsey Malone, Dr. Ambrose Caliver and John Temple Graves, editor of the Birmingham Age-Herald, were elected directors of the foundation.